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THE TRUE MISSION OF THE TEACHER.

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[Concluded.]

REQUISITES FOR SUCCESS.

Wide is the teacher's field, and responsible her mission. How shall she fulfil it, how shall she energize the indolent, control the impetuous, and subdue the perverse? How shall she cultivate sound principles, form good habits, and develop the soul for eternal progress, duty, happiness, and Heaven?

The essential prerequisites for success are appropriate natural endowments, — such as an innate love of children, aptness to teach, and good talents, — together with a preparatory course of training. If thus commissioned of God for our work, we may cheerfully summon our energies, and God will help us, working in and through us; for the unfolding of the human soul is His own great work. Good angels, too, will recognize us as their fellow workers, and lend us their sympathizing aid. Since we labor to develop and train the spirit, the weapons of our success should be “not carnal, but spiritual and mighty through God.”

One of these is *faith*, — in God, for faith is a miracle worker, by which we may draw down and appropriate the divine life; and also in ourselves, for confidence in ourselves inspires others with confidence in us; whereas, if we doubt our own ability, our pupils soon begin to doubt it too. *Truth*

is another efficacious weapon, and they who know how to wield it well, have obtained a secret of true sovereignty ; for truth sways the intellect and conscience, and bows the will.

Faith and truth are agents of mighty power, yet there is a mightier, and that is *love* ; for love moves, inclines, subdues the heart. "What the law could not do, in that it was weak through the flesh," what wisdom could not accomplish in the regeneration of man, because its end was self-interest, Incarnate Love has gloriously achieved. Love is of God, and its presence in the teacher's heart is an infusion of divine life, that has power to convert the school into a miniature Heaven. Where love reigns, there, too, reign order, harmony, and peace. Banishing animosity and perturbation from every breast, it diffuses, throughout the school, sweetness, serenity, and joy like that above. Under its genial influence, the unlovely become lovable, the cold heart grows warm, the torpid intellect bestirs itself, and the slumbering moral faculties awake to new life and healthy action. Wisdom enlightens and invigorates the mind, and knowledge enlarges its capacity ; but love quickens the affections, vitalizes the moral sentiments, and refines the soul. The logic of the intellect often invites antagonism, and is resisted ; but that of the heart is winning and irresistible, — instinct, too, with a vital influence which can never die.

However coarse and repellent our pupils may be, let us love them still, for they are all the offspring of God. However unworthy and degraded, let us not cast them from our sympathy, for each one is some holy angel's special care, and possesses a soul of more value than the material universe. Let us ever be faithful and kind toward all under our care, remembering that their angels, who "always behold the face of the Father," will be swift witnesses against us, if we neglect to promote their highest interests, or needlessly inflict upon them pain and sorrow.

THIS MISSION HIGH AND HOLY.

High and holy is thy mission, faithful teacher. Thou art not an artificer in brass and iron, nor an artisan in wood and stone, nor, like the merchant, dost thou grope amid the rubbish of earth, nor, like the artist, dost thou create pictures, statues, and cathedrals. These are but the dim types and veiled symbols of thy work, for thou, too, art an artist, not in the sphere of the material and perishable, but in that of the immaterial and immortal ; — a Raphael, whose canvas is the unoccupied mind of childhood, where, with divine help, thou mayst trace pictures of unfading beauty, all glowing with

the celestial halo of purity and truth ; — a sculptor, who, if the Spirit aid thee, mayst mould those warm, plastic natures, so fresh from their Maker's hand, into forms of angelic symmetry and grace, all radiant with Heaven's own light ; — a sub-architect, employed by the Divine, to rear the human soul into a "glorious holy temple unto the Lord ;" — a melodist, too, whose "harp of a thousand strings" is the heart with its many chords, each of which, at thy gentlest touch, may thrill and-vibrate forever ; — a Mozart, whose mission it is to evoke such harmonies from the spirit's dormant depths, that the psalm of life shall sweetly chime with the seraphim's song, and its anthera of labor ascend as a hymn of praise, responsive to the voice of inspiration and the calls of Providence.

And though no royal blood courses thy veins, yet thou bearest a more regal sway than many of noble birth ; for thy nobility is that of the soul, and thy domain, the realm of mind. Thou art not called, like the artist, to vitalize dull, decaying matter into forms of life and beauty ; but to awaken and beautify latent mind, and vitalize and inspire its never-dying energies. Thou art not called to prepare food and raiment for the frail body, so soon to mingle with its native dust, but to feed the immortal soul with wholesome knowledge, and adorn it with the graceful drapery of wisdom and truth, drapery which can never fade, grow old, or wear out. Thou art not called, like the pastor, to cultivate the hard, rough soil of mature mind, so often preoccupied with care, indurated by the world, and callous from sin. Thy labor is in the yielding, fertile soil of impressible childhood, and wide is thy field, — too wide for the narrow minded and bigoted to occupy ; arduous and responsible thy duties, — too arduous for the inefficient, too responsible for the imbecile ; and pleasant is thy labor, for it is in the sphere of the heart, childhood's warm, loving heart, — too bright and sunshiny a sphere to be darkened by the lowering brow of the petulant and vindictive.

High and holy indeed is thy mission, — too high for the sordid and grovelling to fulfil, too holy for the gross and irreverent ; in moral sublimity surpassed by no earthly mission except the mother's. If such be the dignity and importance of the teacher's mission, should not every teacher, as well as preacher, be self consecrated to the work, — in heart and life, "pure and unspotted from the world ?"

The true teacher loves her work. Her heart lingers not in Vanity Fair, nor is engrossed with any idol, but is devoted to

her school. There cluster her sympathies, and there centre her warm affections. For her school is her flower garden, devoted to the culture and florescence of the soul;—her studio, where God is recognized as the Supreme Artist, and each individual form, and soul, is invested with higher dignity, and regarded with deeper interest, because His handiwork, and predestined to embody and illustrate a divine idea;—her Bethel, where angels linger, and the child-loving Immanuel abides.

REWARDS OF THE TEACHER.

The teacher who is true to her mission, receives an abundant reward for all her self-sacrificing toil,—not pecuniary remuneration, but the high moral recompense which ever attends a faithful performance of duty, and the conscious fulfilment of a mission; not the fleeting treasures of earth, but the less perishable wealth of childhood's clinging love; not the honor and applause of the world, but the approbation of conscience, and the esteem and grateful remembrance of her pupils. Children do not soon forget a devoted teacher, one who is uniformly gentle and kind, conscientious and faithful. Involuntarily they give her a large place in their hearts, and a generous share of their affections.

And often in after life when they suffer from the rude jostlings of a selfish world, and seriously question if there be such a principle in human nature as justice or disinterested love, they fondly revert to the beloved teacher of their early youth, whose character was a living personification of truth and justice, and whose heart a deep fountain of love, pure and never failing; and check their incipient misanthropy, and forget their sorrows, in the sweet remembrance of her gentleness, fidelity, and love.

A yet higher reward awaits her, when she closes her mission, quits the field, and rests from her labor; for then the angels do greet her as their fellow laborer and friend, and welcome her with delight to their society and home; then she hears a voice from the excellent glory, saying, "Well done, good and faithful servant," and enters with triumph into the joy of her Lord.

Upon her tombstone no panegyric need be written; for upon the tablet of many a juvenile heart, she has traced her character in a living inscription, more honorable and enduring than was ever written upon the monument of sage or conqueror. Of her life no obituary need be given, for her surviving pupils are her living epistles, where may be read,

in her own autograph, the transcript of herself. Many characters has she stamped with the impress of her own, in lineaments too deep for time to efface, too abiding for eternity to obliterate. Many minds has she guided along the pleasant paths of wisdom, virtue, and piety, toward Heaven; and thither her "works do follow" her. — Ages roll away, — still joyfully she gathers, in the broad fields of Paradise, the rich harvests of her earthly toil.

REMINISCENCES OF AN OCTOGENARIAN.

[It is a rare privilege to receive from a living man an account of what he himself saw and was a part of, eighty years ago; to be carried back with the vividness of personal narrative, and the interest of personal sympathy, nearly a century of the world's progress, and that a century so fraught with change, and thickly studded with great events, as the last. Through what throngs of inventions, discoveries, adventures, compositions, wars, battles, dynasties, and revolutions, must memory force its way to reach the year 1776! We are thus transported by the following extract, which, through the kindness of its venerable author, we are permitted to make from a Lecture delivered before the Hampden County Teachers' Association, by the Rev. Timothy Mather Cooley, D.D., of East Granville. We find a brief sketch of its author in the valuable "History of Education in Western Massachusetts," by Mr. Parish, of Springfield.

"Through the first 150 years or more of the educational history of Western Massachusetts, much instruction was given by ministers. Of one who still remains, Rev. Dr. Cooley, of Granville, an interesting chapter might be given. His school education commenced in 1776. He says, 'the only school books were Dilworth's spelling book, the primer and the bible. The furniture, as I recollect, was a chair for the master, a long hickory, and a ferule. Reading, spelling, a few of the business rules of arithmetic, the catechism, and writing legibly, was the amount of common school education for sons; and for daughters, still less. The luxury of a slate and pencil I never enjoyed till I entered college. Previous to 1796, no academy existed in Western Massachusetts, except a well endowed institution at Williamstown. In the autumn of 1796, I commenced my family school. Probably as many as 800 have been under my tuition, and as many as 60 or 70 have entered the ministry; others have been high in office and members of Congress, &c. I have had between 20 and 30 under censure (rusticated) from colleges. A few lads have been sent me that were irreclaimably reckless. Almost without exception they *died in their teens!*' Dr. Cooley had a remarkable tact in influencing those under his care by moral suasion and kind address. He has performed a great work as a teacher as well as minister."

The Rev. Dr. Cooley, as we are informed by one who is well versed in the philosophy, history, and biography of education, was born in East Granville, March 13, 1772. His mother was Sarah Mather, of Windsor, Ct., a descendant of Rev. Richard Mather, of Dorchester. He graduated at Yale College in 1792, and was ordained pastor of the church in his native town, February 3, 1796. He continued his pastoral charge nearly sixty years, — until May, 1855. In the very year of his settlement, he added to his ministerial labors, the work of preparing young men for college or for active business, to which allusion is made in the extract above. He also did much to stimulate and assist the young of his parish in the acquisition of useful knowledge. He procured a library of valuable reading, and those whom he instructed in a Bible Class on

Sunday had the privilege of drawing books in the week. He has been rewarded by the eminent success and gratitude of many of these. He has served as a member of the School Committee of Granville *forty-eight years*. Can New England furnish another case of equal length of service? He has also, during most of his public life, been a faithful Trustee of a neighboring Academy, and of Williams College, having, it is said, never failed, notwithstanding the mountain range which intervened, to attend Commencement at the latter, with one exception when his class after their long separation held a meeting in connection with the Yale Commencement. What an envied life of abundant and varied usefulness!

Surely we may say, with the gentleman to whom we are indebted for these facts, that Dr. Cooley, if any man living, "has a right to speak on the subject of Education." Those who had the privilege of listening to his Lecture, must have felt as did the Greek host when, as Homer tells us,

"Slow from his seat arose the Pylian sage,
Experienced Nestor, in persuasion skilled;
Words, sweet as honey, from his lips distilled.
Two generations now had passed away,
Wise by his rules, and happy by his sway;
Two ages o'er his native realm he reigned,
And now, the example of the third, remained.
All viewed with awe the venerable man,
Who thus with mild benevolence began."]

My own common school education commenced, I suppose, in '76,—the memorable year of our country's strife for independence. Not far from the nation's birth-day, was my *first day* at school. The first rude-built school-house, probably the first erected on the Green Mountain range, I remember well; and can describe it. The building was limited in dimensions, low and narrow; and had no clapboarding without, or plastering within, to give comfort to the scholar during the intensity of cold in winter. In one corner stood the rough stone chimney, where one cord of wood a week would scarcely suffice. A long table, with a bench upon each side, was the privilege of the class of writers. The other furniture was a low bench for the abecedarians, a more elevated one for the next older classes, a swing table for the master, a broom,—seldom used,—a ferule, and a fearful rod of correction.

The burning of the master's ferule was an incident among my early reminiscences. One morning, the master was detained from school. It was a cold winter morning, and a large fire was glowing on the hearth. It was decided by the older scholars, to burn the ferule; but who could dare do such a deed? No one would take the responsibility alone. As many as could take hold of it at once, united; and, thus dividing the responsibility, the ferule was committed to the fire.

The result I do not remember. But I remember another case. A scholar who had some taste for the languages, learned the Latin phrase for asking leave to go out. Instead of employing it himself, he suggested it to a coeval, who, much de-

lighted, went to the master with his "*Licetne mihi exire, Domine?*" The master took it as an insult, and inflicted a scourging, which even the spectators would never forget. Years after, the master died in the poor-house; and the reckless scholar had long before gone down to the drunkard's grave.

It would amuse you to hear a class read the spelling-book in the antiquated style:—"A by itself, a, b-a-s-e, base, abase. I by itself, i, d-o-l, dol, idol. A by itself, a, m-a-ezzard-e, maze, amaze, m-e-n-t, ment, amazement." Perhaps there will be a smile at the ludicrous in these early arrangements for educational purposes; but if the picture looks dark and ludicrous, I present it as it was three score and eighteen years ago.

There are, however, light shades of a serious and delightful character. In all my recollections of the common school, there was no instance of *vulgarity* or *profanity*. And if an old man with silvery locks passed near the play-ground, it was not:—"Go up thou bald head, go up thou bald head!" All noise was hushed; and the lads and misses, arranged in order and stillness, paid their tokens of reverence to the old man.

The standard books in school were Dilworth's Spelling-book, the Primer, and the BIBLE. First of all, the Bible, especially the discourses and the acts of the Saviour, poured forth their heavenly instructions upon the school-room, every hour in the day. Every child, in every day of life, was thus imbued with the teachings of Him who "spake as never man spake." The Saturday catechising, in the best uninspired system of doctrine and duty, was the closing exercise of every week.

My respected friends, it was such schools and such nurturings, that formed the 60,000 soldiers, furnished by Massachusetts alone for the army of the Revolution. They furnished the men who fell at Lexington, at Bunker Hill, and in the bloody massacre at Stone Arabia. Not a few of the army at Ticonderoga,* at White Plains, at Princeton, and in the last decisive action at Yorktown, were the sons of the Pilgrims. Many fell without leaving a stone to designate the spot of the soldier's sepulchre. Early common schools were also the nursery of such mighty spirits as Franklin, Hancock, the Adamses, Sherman, and many others in civil life; and of such luminaries in the church as Shepard, the Mathers, Stoddard, the Edwardses,

"Whose fame will spread from shore to shore,
Till moons shall wax and wane no more."

*The wife of the speaker was thus left an orphan at the age of six months.

At a later period, the books of Noah Webster, his *First*, *Second*, and *Third Part*, were introduced, and gave a new character to common schools. Other books were added, and new studies were introduced. The simple expedient of the black-board has imparted a new impulse to the business of teaching the exact sciences.

Sixty years ago, a district school was opened in a respectable town in Connecticut, the brief history of which may cast light on the subject. The number of scholars was thirty-six, between the ages of six and fourteen ; and the school was kept for one year. In reply to some inquiries of the teacher, the Committee remarked that there would be no difficulty, except that one reckless lad must be punished every day. A brother of President Dwight had kept the school the preceding year, and found this to be the only course. The school opened. The bad boy was noticed the first day, and distinguished by his small, flashing eye, his long and quick step, and rapid movements.

The boy was twelve ; and *now*, if ever, was the time to save him. The teacher resolved on a different course. He was treated with kindness, and even favoritism. There was little danger of suspicion of odious partiality, in this case. The poor, reckless boy was won and saved. Another year, under the old discipline, would probably have sealed his fate forever. He yielded to kindness, though he could never be made to yield to the scourge. The teachings of scripture, on this subject, are perfect. The *child*, before he can speak or go alone, is to be subdued, effectually and permanently, by the rod of correction. This hopeless lad became one of the best scholars of the thirty-six. Twelve years after, he graduated, at a New England College, with the first honors of his class. He became an attorney at law, and was at the head of the bar. He was afterwards a judge. He is a professor of religion, "an honest man, the noblest work of God."

You may have a curiosity to hear the biography of a district school, kept sixty years ago. I can give it in part. One of the pupils died during his second year in college. One was Governor of a State. One, as you have heard, was a judge ; one a State senator ; one a physician. One became a maniac. He entered a school-room where was a young lady, the teacher, and inflicted upon her wounds, with his pen-knife, which nearly proved mortal. Afterwards, in a new town, out West, he snatched an infant from the cradle, and taking it to a stump, with a hatchet severed its head from its body. One stole a Bible from the college chapel, and carried it home and present-

ed it to his minister. One died at New Orleans ; one died at sea, and one by suicide. One became president of the Bank at Brattleboro', and one of the Union Bank, in New York. Two became eminent as sons of the printer ; one at Binghamton, New York ; and one in Ohio.

I need not proceed farther with this commingled detail of the pleasing and the painful. It may seem to you more like the tales of romance, than sober, truthful history, that the members of a single district school should travel so wide apart, and present biographical sketches so highly elevated, and so deeply and affectingly depressed. Hence let teachers be aware of their high and awful responsibility. You act upon minds whose future destiny may range as wide apart as the chair of state and the dark cell of the penitentiary. Mind, like the smooth ocean, is easily impressible with the slightest touch ; and yet the impression, once made, is graven, as with an "iron and lead in the rock forever." Every movement of the teacher in the school-room must strike a chord which will vibrate forever.

FONDNESS FOR TEACHING.

THE question is often asked by those about to engage in teaching : — "I wonder if I shall *like* teaching." Now, one of the first requisites for success in this vocation is a fondness for the occupation, — an ardent love for the work ; and we would have beginners in the profession enter upon their labors with nothing less than a determination to *love* the work. This determination, before a practical trial has been made, cannot, as we think, be regarded as premature or inconsiderate. No person should engage in teaching, without having first studied the nature of the calling, and his fitness for its duties ; and public sentiment now quite generally demands, also, some special professional training for the work. In the case of an individual who has thus studied his vocation and himself (we use simply the masculine pronoun for the sake of convenience, including, of course, teachers of both sexes), and also, perhaps, made some special preparation for engaging in it ; and who still has a desire to make a trial at teaching ; it is fair to presume that there is enough in such a person's tastes and predilections to constitute a guaranty, that the labors of the teacher will be, in a good degree at least, congenial to him. Hence we think such a beginner in teaching may safely resolve to *love the work*.

Entering upon the labors of the school-room with this resolution, the young teacher will be in a frame of mind to understand properly the nature of his work, to grapple successfully with its difficulties, and to bring the full strength of a willing mind to bear upon the discharge of his duties. This, most assuredly, will lessen his trials. Such a state of mind is to him the achromatic glass, through which he clearly sees the many perplexities and provocations he necessarily encounters, in their true relations, without distortion, and without the confused colorings of a dissatisfied mind. And it is to him, likewise, the Astronomer's planet-seeker—the *far-seeing glass*. It enables him, reading the hearts of his pupils, to discern those little points of light, not obvious to common vision, to understand those little peculiarities and traits of character, to discover those little signs of encouragement and success, so cheering and so valuable to him, and which by a doubting, wavering, and indifferent teacher are never seen.

But there are teachers, too many indeed, who do not love their work. It is not very uncommon to hear one of that class remark:—“I would not follow teaching, if I could get out of it. I am in the business, and am not fit for anything else.” Alas, that such a teacher should not understand himself, as well as others understand him! While he is conscious, or fancies himself so, that he is “fit for nothing else,” it is a matter of deep regret that he is not, also, conscious of his utter unfitness for the very business in which he is engaged.

According to our idea of the feelings which a teacher ought to cherish for his calling, the school-room must seem the most unsatisfactory place in the world to a teacher who regards his labors as mere drudgery, and looks upon them with disgust. It would seem to be a kind of slow, but real, torture. Small, indeed, must be the pleasure that such a teacher derives from his daily labors. Not only is he a loser himself, in this respect, but he inflicts a great wrong upon the community. He is without the proper spirit of a teacher, and he cannot labor with success, or profit to others. His work will be unskilfully and badly done; and he will send forth his pupils infested with his own bad temper, and without that harmonious development of their powers and character, which is the true end of education. He owes it to himself, but more especially to the welfare of the community, to cultivate and exhibit a fondness for his calling; or to step aside, and give his place to others who are qualified to discharge its important and delicate duties.

Such is the character of the age, that the teacher has a great

work to perform, — great, not only in respect to its arduous duties, but in respect to its consequences upon our own, and upon future times. No one qualification is more indispensable for him than a love for his work, — the true teacher's spirit. The teacher who has it will take delight in his labors, and will be willing to spend his strength and his days in moulding the character of the young. And let him not fear lest he may not be appreciated. A successful teacher of the right spirit is quite sure to be sought for, and to be awarded a compensation that will enable him to devote his life to his profession. He will secure the coöperation of the public, and of all friends of improvement in particular; will be recognized as a useful citizen; and will have assigned to him that position, socially and otherwise, in the community, that will entitle him to the respect and confidence of his fellow-men. To such a teacher every valuable member of the community will say, in the language of the curate Nathaniel to the schoolmaster Holofernes: — "I praise the Lord for you. You are a good member of the Commonwealth."

A. P. S.

THE PARISH SCHOOLS OF SCOTLAND. — MORAL AND RELIGIOUS CHARACTER.

DEVOTIONAL EXERCISES.

THE daily routine of exercises in the parish schools of Scotland, at the period to which I refer, — the early part of the present century, — was uniformly such as to favor the most salutary impressions on the young mind. The duties of the day commenced with prayer; and among the regular classes of the school, was always to be found one whose reading lessons were in the New Testament, and another whose lessons were in the Old Testament. One of these lessons followed the prayer.

THE BIBLE AS A CLASS-BOOK.

To the Scottish people, our mooted question, whether the Bible ought to be used as a class-book in schools, would, fifty years ago, have seemed a strange and most unaccountable one to exist in an intelligent Christian community. The worthy dominie, in particular, would have had very little respect for any such doubt or scruple. It would have seemed to him a fancy, or an absurdity. He would have asked, at once, how children were ever to learn to read aright in the devotional exercises of the family, if they did not receive the requisite

training on the chapters of the sacred volume at school. He well knew that the peculiar style of expression in the Scriptures, and the many difficult proper names occurring in them, rendered a separate and frequent practice in Scripture reading indispensable.

Aside from the daily use of the Bible in the regular reading exercises of the classes, there was a time specially appropriated to reading the Scriptures, as a volume of sacred history. Saturday forenoon was customarily devoted to this purpose; and all faithful teachers made it a point of duty to prepare themselves for this exercise, by extensive reading in books of commentaries, history, travels, antiquities, and whatever else might serve to render the weekly lesson instructive and interesting. Those teachers who were themselves students of theology, or licensed preachers, had it, of course, easily in their power to make the Bible lessons peculiarly attractive; and those who did not possess such advantages would, in many instances, make it a weekly practice, on their own part, to call at the minister's study at a convenient time, and obtain from the pastor, or his library, — ever open to such calls, — the requisite aid.

The effect of the reverential regard for the sacred volume, and of the earnest desire to understand and treasure up its contents, which are so characteristic of the Scotch, was to render the Bible readings on Saturday forenoon a kind of sacred festival to both teacher and pupils, — even to the youngest, who were, on that day, permitted to lay aside a portion of their accustomed lessons, and indulged in the delightful privilege of listening to the readings and explanations going on in the older classes. These explanations turned, it is true, chiefly on points of history, customs, manners, and scenery. But they were by no means limited to such topics. The faithful teacher never omitted an opportunity to explain, where it seemed necessary, any spiritual truth, to enforce any moral injunction, or to comment on any instructive exhibition of Divine Providence. A thorough understanding and an early love of the sacred Scriptures, were thus infused into the mind and heart of childhood, and much done to produce one of the most prominent traits of the Scottish national character.

LESSON FROM THE CATECHISM.

Monday morning was regularly appropriated to hearing lessons from the Assembly's Catechism, unless in the case of such pupils as were excused from this exercise, on the score of their parents being dissenters of some communion which did

not sanction the use of that manual. The lessons from the Catechism were meant to provide useful and salutary occupation for the otherwise unemployed hours of Saturday evening and the Sabbath day. But the teacher usually exercised his own judgment as to the age at which his pupils should commence such exercises, so as to secure, as far as practicable, a sufficient maturity of understanding for the profitable performance of them ; and, at the same time, to avoid laying on the tender mind a burden too heavy for its powers, and thus producing an aversion to such employments.

SCHOOL DISCIPLINE.

The discipline adopted in the Scottish parochial schools, at the period to which I refer, was of a sterner character than is deemed necessary or appropriate at the present day. It depended, however, to a great extent, on the disposition and habits of the teacher individually ; as parental interference, or opposition on the part of the pupils, was a thing never apprehended or experienced in the management of a school. An occurrence of such a character would have been generally regarded as bordering on sacrilege. The parent gave up his child unreservedly to the control of the teacher ; and seldom, indeed, was this sacred confidence misplaced. Parent, teacher, and pupil, alike, regarded education as a hallowed privilege, and instruction as a sacred office. This very circumstance precluded the necessity of recourse to harsh measures to subdue turbulence, or of extreme resorts to assert or maintain authority, or resent indignities. The current of control accordingly ran smooth, as did that of submission. Such, at least, was the ordinary course of things ; and, in most cases, even the master who was severe in office, was regarded with reverence and awe, as only the more inflexibly just. Hatred or aversion to a teacher was nearly as rare among pupils, as among parents.

MORAL INSTRUCTION.

Another most effectual aid to the government of the Scottish schools, was the high standard of moral influence which was uniformly aimed at in the daily business of the school. Familiar and affectionate conversation, aided by striking and impressive anecdotes, illustrative of the importance of moral and religious principle, was usually a daily resort. The sacredness of filial duty, the reverence due to parental authority, the sanctity of religious obligation, the indispensable necessity of the fear of God, and of devout regard to the authority of his word, as the only

security for character and happiness, were daily interwoven with the topics of admonition from the lips of the teacher. The slightest deviation, in any case, from the laws of rectitude or of kindness, occurring in even the youngest classes of the school, would cause an instant suspension of the merely intellectual processes of instruction, as of inferior things which must stand aside till the higher claims of morality and of principle were duly attended to, and the occurrence presented to the whole school in all its relations to character and habit. The sternest sentence, pronounced or executed under such circumstances, was necessarily freed from vindictive violence or passionate ebullition, and the compassionate tones of the teacher, and the sympathetic tears of the pupils, would go far deeper into the offender's heart than any severity of corporal infliction.

Scott's beautiful and touching picture of the character of a parish schoolmaster, in the *Tales of My Landlord*, and Galt's humble sketch of a similar character, in his scene from the early days of Sir Andrew Wylie, are no exaggerations of the wisdom and humanity which generally characterized the discipline of the Scottish schools.

The moral code which prevailed in these schools at the time to which I have referred, was no dry collection of maxims and precepts, but an emanation of the living principles of virtue and piety, from the lips, the heart, and the life of the teacher. In the daily instructions of the school, every principle of moral action was referred to its genuine source in the higher sphere of religion; the monitions of conscience were uniformly traced to their connection with the authority of Scripture and the will of God. A pure morality was always shown to spring from a sound and intelligent piety.

Our New-England district schools have, within the last twenty years, undergone a decided melioration, as regards government and discipline. But, in too many instances, we yet see either a fatal relaxation of authority, and a corresponding scene of disorder and wrong-doing, or an habitual resort to severe castigation, and a consequent deadening of the heart. Moral instruction, notwithstanding the express requirements of State legislation to that effect, is either wholly neglected, or limited to the mechanical repetition of abstract and uninteresting precepts, or to the study of a manual of moral philosophy, to be recited by the pupils to the teacher, instead of being a living influence, poured from the heart of the teacher into those of his pupils, and thus becoming a breath of life to the soul.

W. R.

SUNSHINE.

WHILE sitting at my window, watching the city throng as it passed by, each individual striving, as best he could, to avoid the mud at the crossings, or the pools of water, or patches of slippery ice, which for so long a time have rendered our streets difficult of passage, even to the most wary, my thoughts involuntarily turned to the leaden, cheerless aspect the wintry skies have so long presented. And while longing for the return of spring-time, with its pleasant breezes, sweet air, and bright sky, suddenly the glorious SUN broke forth from its prison-clouds; and as its brightness fell on the street, making the brick walls of the houses, the pavements, and even the pools of water look more cheerful, a new spirit of joyful contentment came over my being, and led me to ponder on the beneficent influence of SUNSHINE, in this too often dark and sad-colored life of ours. Didst ever think of it, reader, how dull and dreary a life we should lead, without some such kindly cheering visitant as the sun's rays? Could we bear the cold of winter, or even the heat of summer (if supplied without light), the loss of friends or prosperity, the long and enfeebling attacks of disease, physical and mental, if we had not some such remedial agent, to shed over us its soothing and benign influence?

But I am a teacher, and, in my life, nowhere has sunshine shown itself more potent, in enlivening and reviving worn energies and flagging zeal, than in the school-room. You can doubtless call to mind, fellow-teacher, instances in your own experience, when the day has been dark and stormy, and the reality of your life within doors seemed to have been in sympathy with the frowning aspect of nature without, and all your efforts, though patient and faithful through the live-long day, have been fruitless in arresting the earnest attention of your pupils, and listlessness and apathy seemed to reign supreme;—when perhaps, late in the afternoon, just as you had settled into the dispiriting conviction that your day was lost and your labor thrown away, the unexpected rays of the just released sun, streaming through your western windows, have accomplished what you had all day striven in vain to do, in the new life and animation of each of your pupils; and you have gone home at night wondering at the mysterious but powerful effect of sunshine upon matter and mind.

But do I hear you say, "Sunshine is the gift of God, bestowed or withheld, at His sovereign will, and though we all

feel its beneficence and acknowledge its power, we must be content to labor on, with or without it, according to the good pleasure of the Almighty Ruler?" But cannot we in any way supply the place of physical sunshine, when its beautiful source disappears from our sight?

Yes! There is a *sunshine in the heart*, which we can always feel, and enjoy if we will. Does the waywardness or dulness of your pupils, the negligence of parents, the improvidence of your school committee or directors, or any other of the numberless trials of temper and patience which are the every day lot of most teachers, beset you? Keep the sun ever shining in your heart, and it will cause all these annoyances to lose their power. Have you labored long and patiently with one who stubbornly resists all your kindly efforts for his improvement, and even repays them with the scarce concealed sneer? and do you feel your heart ready to give him up, as past hope? Keep the sun shining within you clear and bright, so that its rays may seem to illumine and cheer your own countenance, and then labor on hopefully, for you will not fail.

It is not so difficult a thing to keep this constant inward sunshine, if you but resolutely determine to do it. Only *resolve* (and let no common trial, no passing cloud of evil compel you to break your resolution,) that you will never permit yourself to be or to look *cross*, that your face shall never be the shadow of a dull and leaden sky on a raw and wintry day; and the sun, bright, beautiful, and cheering, will ever shine in your heart; and, as all nature rejoices in the beams of the great luminary, so will YOUR HEART be always glad, and bask in ITS SUNSHINE!

W. C. W.

St. Louis, Mo., 1856.

A SUBSCRIBER'S WANTS AND EXPERIENCE.

[With a name for our list, and a bank bill, we find the following still more welcome *remittance*. We wish it were possible, in the nature of things, to do one-half of what any one of the "thousand" may expect.]

AND now having become a subscriber, — like a thousand others, I wish the editors to do everything I expect of them. I hope you will pardon the liberty I take in telling my wants and asking you to gratify them.

I have had but limited experience in teaching. With no knowledge of any other method than that in the school in

which I was taught, and with which it was easy to find fault, I commenced to teach. Remembering the old proverb, "Experience keeps a dear school, but fools will learn in no other," I determined to know more about teaching than I could learn by experiment. From books I sought in vain for other help than the merest generalities, and the poorest platitudes. And I know of no book that contains the information I want. I was so situated that I could not visit other schools, or learn from other teachers. I wish that you would do this for me, that is, that you would give, in the pages of your journal, descriptions of the management of particular schools. "Facts before reasoning." The arrangement of the scholars, their division into classes, and what constitutes a thorough course of education, — describing under this head the school-house, its construction and situation, and the plans for warming, ventilation, and seats; the text-books employed, and the method of recitation; the discipline, the laws for the conduct of the pupils, and the system of rewards and punishments; — such are some of the topics on which I should like information.

So much for the "objective" in education; for the "subjective," I must look to teachers themselves. I think many interesting papers might be written on the different views, feelings, and principles of teachers, but imperfectly learned after all from their management during a single day in the school-room. I think I can point out three phases in my own experience, perhaps a fourth beginning to dawn. I set out with some such feeling as this: "Now, my pupils, our business is your education. I have certain duties to perform, you have certain others, and I expect you to do your part as I mean to do mine." But this expectation was disappointed. Duty was not very attractive, and was neglected. Then "a change came o'er the spirit of my" teaching, — "I have told you your duty, and you have not done it. I must use coercion and make you do it." But somehow or other, coercion did not succeed any better. Neither sense of duty nor fear of punishment proved to have sufficient motive power on the up-hill road of learning. Old Euclid thought there was no royal road, but he did not live in an age of steam and rails. So I set to work to clear the road, and make a smooth track. "Kind words are cheap," and scarce. I tried them; but "soft-soap," though it diminishes friction, makes it as easy to slide backwards as forwards.

I am looking now for a proper system of encouragement, — one, which while it takes away the stumbling-blocks, at the same time infuses moral courage, not a temporary stimulus, to face and conquer all difficulties. The great law of mental

power is sympathy: if you would be loved, you must first love; if you would have enthusiastic scholars, you must be an enthusiast yourself. If you can assist me in this, you will greatly oblige me, and relieve what I think is a very common want.

C. M. H.

VALEDICTORY POEM.

BY MISS MARGARET A. DUNN.

Read at the Graduation of the First Class from the State Normal School in Salem.

WHEN Spring with its verdure had gladdened our earth,
And awakened the strains of melodious mirth;
When Summer, rich laden with sunshine and showers,
Had garnished our pathway with bright blooming flowers,
We have met, and our voices attuned to His praise,
Whose mercy had brought us the bright, sunny days.

And when Winter, stern Winter, in fetters had bound
The bright, dancing streamlet, and hushed its glad sound,
Though the verdure had fled from the hillside and glade,
Through the green fields of science our footsteps have strayed;
And we've gathered bright flowers of sweetest perfume,
Which sink not to rest in a dark wintry tomb.

And for what have we labored, as day after day
On its swift gliding pinions has hastened away?
What prize have we sought for, — what good to obtain,
Have we pressed "ever onward," all eager to gain, —
While to shorten each task, and to lighten each care,
We have gathered each morning our labors to share?

To Fame's glittering temple have we sought to ascend,
Unmindful of snares which our footsteps attend?
Has the bright laurel wreath, by the Goddess entwined,
Presented its freshness and bloom to the mind, —
Or has glittering wealth, by the many adored,
To its mine of bright treasures our footsteps allured?

Ah no! neither glory nor wealth do we claim, —
More holy our mission, far higher our aim: —
We're a band who have labored, by faithful ones led,
To prepare for the path we are henceforth to tread;
While a voice, not of earth, every effort demands,
A voice that is saying, "Go, feed ye my lambs!"

For look we abroad, and wide fields meet the view,
"The harvest is great, and the laborers are few."
Shall we shrink from the task, e'en though feeble and frail,
And feeling that nothing but *might* will prevail?
Willing hearts, too, are needed, and these we will bring,
While for *strength* we'll look upward to Heaven's high King.

His presence shall bless us, — His power will protect, —
 And His love, ever changeless, our footsteps direct ;
 Though our pathway, at times, may be shrouded in gloom,
 And life's flowers, for us, have forgotten to bloom,
 In accents of mercy He'll speak to the heart,
 " Fear thou not ! I am with thee, wherever thou art."

Fain, fain would we *linger* where oft we have met, —
 But the work that's before us we must not forget ;
 As we have received, let us gladly impart,
 And strive to bring treasures of joy to the heart, —
 Such treasures as fade not when time shall be o'er,
 But will beam brighter still on eternity's shore.

Our seed we must scatter at morn's early dawn, —
 Nor must eve's quiet shade see our efforts withdrawn ;
 Then, gladdened by sunlight and nourished by showers,
 The seed shall ere long bring forth beautiful flowers ; —
 And though sowing in *tears*, let us labor in *love*,
 For our sheaves shall be garnered in mansions above.

Let us go forth, — not trusting in aught we can do
 Unaided by One who is faithful and true ; —
 But looking to Him, who will e'er be our guide,
 Press we " onward and upward," whatever betide ;
 And a " great cloud of witnesses," white-winged and bright,
 Shall *welcome us home to the fair realms of light*.

THE BEST METHOD OF CONDUCTING RECITATIONS.

" ALAS ! how many examples are now presented to our memory, of young persons the most anxiously and expensively be-schoolmastered, be-tutored, be-lectured, anything but *educated* ; who have received arms and ammunition, instead of skill, strength, and courage ; varnished, rather than polished ; perilously over-civilized, and most pitiaibly uncultivated ! And all from inattention to the method dictated by Nature herself, — to the simple truth, that, as the forms in all organized existence, so must all true and living knowledge, proceed from within ; that it may be trained, supported, fed, exerted ; but can never be infused or impressed."

COLERIDGE.

As no important step in life should be taken without due deliberation, much less should any teacher enter upon his profession, without a very serious consideration of the duties it involves, and of the means best adapted to the discharge of these duties. Second only to the moral influence exerted by a teacher, is the duty of conducting the recitations in such a manner as to meet most effectively the intellectual wants of the pupils. To discover, if possible, this method, is our present

purpose. This, however, leads us to three inquiries:—I. What are the objects of a recitation? II. How may these objects be best secured? III. What qualifications are requisite in a teacher, to enable him to accomplish these objects?

I. What are the objects to be accomplished by a recitation? First, that the teacher may *ascertain the mental condition of his pupils*.

This knowledge is absolutely indispensable to the teacher's success; for to him is intrusted, in a peculiar manner, the mental training of the child. He is to study his intellectual character, to draw out, if possible, latent talent; and to rouse and quicken sluggish minds. It is evident that these objects cannot be attained, unless the teacher is able often to meet his pupils, and examine them with reference to lessons which have been previously assigned, and upon which the latter have bestowed careful thought.

But in this examination, let the truth be kept constantly before the child's mind, that he is not to hoard up a quantity of words, to which he attaches no ideas, but that these words are merely the medium through which he is to convey ideas to others; for what possible opportunity of discovering the mental condition of his pupils, has that teacher who is satisfied with the recital of a string of words from a text-book. Would it not be a great saving of labor, if such a teacher should appoint the children to hear each other recite? for, although a word might occasionally be mispronounced, yet the idea conveyed would be quite as definite as by a proper pronunciation, so that nothing material would be lost by the arrangement. Does such a teacher realize with what he is tampering?

It is at the recitation peculiarly that the teacher is enabled to discover the habits of thought, and habits of study, of his pupils. He may find one deficient in accuracy of thought; another whose ideas seem clear, but who has not sufficient command of language to enable him to express them clearly to others; a third may have tolerably clear ideas, and a command of language equally good, yet there may be a want of promptness in the expression of his thoughts, which makes him appear to great disadvantage, and which will subject him to great inconveniences at a later period of life. All these evils are to be corrected, as far as it is possible for the teacher to correct them. And in order to know a pupil's habits of study, it is not generally necessary for a teacher to know anything more than the manner of his recitation, for the latter is an indubitable proof of the former.

A second important object of a recitation is to give the teacher an opportunity to *impart instruction*. Pupils will often find difficulties which it is impossible for them to surmount without assistance. Truths that are understood, need to be impressed more forcibly upon the mind, and to be rendered attractive by means of illustrations. How or when can these demands be met, unless at the recitation?

Besides the subjects immediately connected with the recitation, others may be introduced, incidentally, with great profit; such opportunities a skilful and faithful teacher will gladly improve. The impress of the teacher upon the minds of his pupils can never be effaced. His deportment, his manner of thought, his language, will all influence the intellectual and moral character of the child. In each recitation, to a certain degree, a love of truth and honesty may be inspired. Will not the habit of acquiring clear ideas, and the ability of expressing them clearly, tend to promote a love of truth, and a feeling of responsibility for the truth of whatever is uttered? While on the contrary, if the teacher is satisfied with indefinite and inaccurate statements, may not the child infer that in moral truths he may exaggerate and extenuate at pleasure?

A third object of the recitation is to *awaken interest and enthusiasm* in the minds of pupils. Probably every one is conscious, to a greater or less degree, of a shrinking from hard labor and severe thought; these, however, cannot be neglected without incurring guilt. The efforts of the teacher should be directed to the best methods of overcoming this tendency to superficialness in the minds of his pupils; for he will certainly find it existing there. He will often have committed to his care, those whom an earnest, whole-souled writer calls, "perpetual somnambulists, walking through their sleep; moving in a constant mystery; looking for their faculties, and forgetting what they are looking for; not able to find their work, and when they have found their work, not able to find their hands; doing everything dreamily, and therefore confusedly and incompletely; those whose bodies seem to have started in the race of existence before their minds were ready, and who are always gazing out vacantly, as if they expected their wits were coming up by the next arrival."

Such minds must be aroused, for, unless an interest is awakened in the studies pursued, the objects of pursuing them will be defeated.

II. Having noticed briefly the objects of a recitation, we will consider, secondly, how these objects may be best secured.

Different teachers pursue different methods in the examination of their classes. Some suggest the answers in a manner particularly agreeable to the superficial scholar. But what is the effect of such a course? It certainly strengthens the pupil in his loose habits of study, as it leads him to depend upon the suggestions of the teacher, rather than upon his own knowledge of the subject. Then again it deprives him of all opportunity of cultivating his own reasoning powers, or even his memory. It also fails to teach him the importance of self-reliance.

Another method of examining a class is by so arranging the questions, that the pupil is quite certain that the answer is in the affirmative or the negative. This course is open to the same objections as the preceding, beside depriving the pupil of any practice in the use of language; which deprivation is a very serious evil in the case of young children.

Again, a teacher may be under the temptation of confining himself to the printed questions connected with each paragraph in the text-book. If he pursues this course, his pupils will very soon discover it, and the result will probably be, that, in the preparation of their lesson, they will include, between pencil marks, the fewest possible words that will contain the answer, and commit these to memory, without any knowledge of that which immediately precedes or follows. It is very evident that these methods of conducting a recitation fail to discover to the teacher the mental condition of his pupils.

But since the preceding methods have been disapproved, the question may arise as to the propriety of presenting a subject *inductively*. At first thought this method may appear open to the same objections as have been already noticed; but by careful examination it will be found that there is a very wide difference. In proceeding by induction, certain truths are taken for granted as a foundation, and then, presenting the subject philosophically, the connection between the different parts is very apparent. It is true that the class, by giving close attention, so that no link in the chain of reasoning is broken, may with great ease answer the questions proposed; but "truths are not the better, nor the worse, for their obviousness or difficulty, but their value is measured by their usefulness and tendency." By pursuing the inductive method, the reasoning powers are brought into action; the relation between cause and effect is shown; interest in the subject is awakened, and consequently the attention is gained; and hence it has very great advantages.

It has become customary, in some schools, for pupils to

answer the questions in concert. Although this plan may have some advantages, as it doubtless has, it has very serious disadvantages. Supposing the class to be quite large, so that it is impossible for each individual to answer more than one or two questions during the recitation, it may be well for the teacher to propose a general question, to satisfy himself that none of his pupils are in dream-land, nor on the verge of that enchanted ground. The question, however, should be such as would not require a long answer; since it is absolutely impossible for the pupils to answer such in concert, unless they have been trained to commit their lessons to memory. The reasons for this are very obvious. The question is proposed; perhaps the majority of the class are sure they could answer it if called upon individually; but each, in the attempt to give an intelligent answer, requires a moment's thought, and by the time he is ready to commence, others begin to express the thought in different language, making a perfect jargon. Then, again, when this method is pursued, the pupil is under very strong temptation to practise deception. He catches an idea from others; in the confusion he has not time to consider whether it is his own or another's thought he is giving; and, if his conscience is sufficiently seared, he may congratulate himself that he has imposed upon the teacher.

A very common method of examining a class, is by proposing the questions to the pupils in a certain order, so that each may know when he will be called upon to recite. Although teachers who pursue this course may think they have very good reasons for so doing, it seems to us objectionable. Suppose, for example, a class of twenty; the teacher commences the examination at one end of the class, and those who answer first may then settle down quietly, if so disposed, feeling pretty sure that they shall not be disturbed again very soon. While, on the contrary, if a different course is taken, each individual will be more likely to be attentive to all that is said, lest he should fail when his turn comes, which he is constantly expecting. By carefully avoiding any regular course in the examination of the pupils, a very serious evil which probably exists in every school of any considerable size, may be removed to a certain degree. Painful as is the thought, there are those, even in childhood, whose moral sense is so blunted, that they will not hesitate, whenever, as they suppose, the occasion requires, to *act* a deliberate falsehood, by referring to their book for the answer. Those who have wandered so far from the path of virtue as to do this, will find the temptation much stronger, and the opportunities more frequent, if they are able to anticipate their questions.

We would very briefly suggest the following as the means which appear to us best adapted to secure the objects of a recitation. Let the class be examined with reference to their understanding of the subject before them. Let the questions be proposed to individuals at random. Make each pupil responsible for the answers of the rest, by considering his failure to detect the errors of others, the same as his own misstatement. If possible, have the subject of each recitation reviewed by topics, so that a connected idea of the whole may be presented.

The question may arise as to the expediency of continuing a recitation, after the time assigned to it has expired. Although cases may occur in which it is doubtless best to do this, yet, as a general thing, it should be avoided; for, by detaining a class after the allotted time, there is danger of wearying the members, and exhausting their interest, so that they will come to a similar recitation with much less zeal, than if the memories of the last had been different.

Having noticed some of the means by which the objects of a recitation may be secured, we will consider, in the third place, the QUALIFICATIONS requisite in the teacher, to enable him to accomplish these objects.

He should possess, first of all, an unblemished moral character. He should be characterized by earnestness, hopefulness, patience, and love. Having assumed the responsibility of teaching, he should devote all his energies to his work. He should understand thoroughly what he attempts to teach; and, in his efforts to clear up difficulties for his pupils, he should use intelligent language, and endeavor to have different ways of explaining the same subject, since an explanation that would be perfectly clear to one mind, might appear obscure and unintelligible to another. Then, again, he should prepare for each recitation, so that he may be able to conduct it without confining himself to the text-book; for by doing this, he will best secure the attention of the class, which is absolutely indispensable, and without which he should not proceed.

Let him deal gently with the stupid. Sarcasm is ill-adapted to such; it wounds to the quick; whereas a few kind words of encouragement may raise the depressed spirits, and send a sunbeam into that heart where before were only clouds and darkness. Let the teacher enter, heart and soul, into his work. "Happier far to lose health and life itself in clear, brisk, conscious working, than to drawl through a dreaming life, with all the fatigue of labor, and nothing of its sweetness."

SALEM.

S. P. C.

THE TEACHER'S LAMENT.

I AM weary of the waiting,
And my soul is filled with fear,
Longing for some blest memorial
Of a holy presence here.

Many a day, 'mid gloomy darkness,
Have I struggled hopefully ;
Still no joyful angel tidings
With their music gladden me.

Yet, in trustful resolution,
Once I vowed to follow on ;
Fearing not the doubt and sadness,
Fearing not the toil to come.

For in faith I saw my pathway
Leading ever to the skies,
When my spirit, bowed in anguish,
Lifted there her drooping eyes.

To that path stern duty pointed ;
In that path loved Jesus trod ;
And I thought me I would follow, —
Follow ever on to God.

Sinks my soul beneath its burden,
Journeying but a little way ?
Am I weary in the morning,
Shrinking from each care-marked day ?

Is the path so weary, fearful, —
Cheered by hopes of promised rest ?
Can the way be dark and lonely,
Which the feet of Jesus pressed ?

Ah, be hopeful ! cheer thee, spirit !
Sunbeams by the shadow rest ;
Peace from Heaven's eternal kingdom
Shall descend to fill thy breast.

Purified thou canst be never,
Save by trouble, toils, and care.
Turn not from the blessed burden
Holy Love has bid thee bear.

For remember, — aye, remember,
Peace and strength are won, not given !
Yet thy simplest work, if earnest,
Shall be richly blest of Heaven.

BREWSTER, April, 1856.

GEOGRAPHICAL NAMES.

[The following lines are taken from a private letter from a frequent correspondent to the "Teacher." Only that portion is selected which deals with that abuse of Geographical terms which often misleads the general reader, and debars the student of Geographical science from as ready access to contributions to his favorite study in the different European languages, as is permitted in many other departments.]

MAYENCE.

I GIVE you this name in a form that you will recognize. In German it is Maintz, and in many strictly English books it is spelled Mentz. Maintz is its proper appellation, because it is a German and not a French town. I dislike this changing the names of places when they are mentioned in a foreign tongue. It tends to make Geography a limited, instead of a universal science; and to render maps and works, however excellent, which are published in one country, comparatively valueless in others. The best series of maps that I have ever seen, is that published at the city of Gotha, and known as Berghaus and Stieler's. These cannot be introduced into our American schools, because much that is on them would be unintelligible. For instance, the real name of that city on the Danube, which is known with us as Ratisbon, is Regensburg; as Regensburg it ought to be known all over the world, and so it is called on the German maps. The river on whose banks it lies, is not the Danube; it is the Donau. The Drave and the Save, of which all school children have heard as tributaries of the Danube, are the Drau and the Sau. The kingdom of Bavaria ought to be known among us as Bayern, for that is its name; and people in Germany never hear it called Bavaria, except in Latin documents.

But the Germans have the same fault with us; they mispell the names of foreign places in trying to reduce them to German orthography. That city in France which is written on our maps correctly, Liege, appears in the German atlases as Lüttich; Aix-la-Chapelle, as Aachen; Cologne, as Köln; and so on. This evil may, in time, be remedied; for it is not right that science should be hampered by these gratuitous difficulties.

W. L. G.

HOW THINGS ARE DONE IN NEW HAMPSHIRE.

IN receiving a copy of the last School Report of Manchester, N. H., from our old friend Mr. Tenney, so well and so honorably known as a teacher and promoter of education, in

Massachusetts no less than in New Hampshire, — at present Secretary of the Board of Education in the latter State, and School Commissioner for Hillsborough County, — we found it enclosed in the following document. We removed the envelope with care, and reprint it as illustrating the manner in which the annual visits to towns, for educational purposes, are made in our sister State, and the zeal with which the friends of education are there laboring and coöperating. A law was passed in that State in 1850, requiring the Governor and Council to appoint annually a Commissioner of Common Schools in each county, and making it “the duty of the County Commissioner to spend not less than one day in each town of his county each year, for the purpose of promoting, by addresses, inquiries, and other means, the cause of common school education, and to report his doings to the Secretary of the Board of Education.”

SCHOOL COMMISSIONER'S WINTER CIRCUIT.

STATE OF NEW HAMPSHIRE — HILLSBOROUGH COUNTY.

Dear Sir : —

The School Commissioner for the County of Hillsborough will visit on his official Winter Circuit, as required by law, on day, the day of next.

He will be happy to meet the School Committee of the town, at , or at such other place as may seem to them most convenient, — of which they will please give him due notice, — on his way from the town of , on the morning of that day, at o'clock, or on the arrival of , and proceed with them to visit as many schools as possible during the day. He hopes to meet, at the school-houses, besides the Superintending and Prudential School Committee, his legally appointed co-workers, many parents and other friends of public instruction, and, by their counsel and coöperation, as well as that of the teachers, to render his visits mutually agreeable and useful.

A public meeting will be held in the evening, at such time and place as the School Committee may arrange, at which will be given a familiar address upon practical themes connected with the interests of education in the State, and discussions will be held upon matters of local importance, connected with the schools of the town, as suggested by the visits of the day. In these discussions all citizens are earnestly invited to participate.

I rely much, for the success and pleasure of my labors, upon the intelligent zeal of the friends of learning in your town, and upon that same hospitality so generously manifested to my predecessors. I confidently submit all local arrangements to the Superintending Committee, and invite their correspondence. Will they see that due

notice of this visit and consequent arrangements be given to the people of the town, through the schools, churches, and other usual mediums of publicity?

Will not parents leave their farms, their cattle, their shops, their merchandise, and all less important things, at least one day in the year, and come together to take counsel upon their dearest interests, and look after the mental and moral wants and welfare of their precious children?

I appeal to all classes of men and women to come and help me in this work of promoting every good interest through the elevation of our schools, thus securing the noble means used by the State for the right education of its youth. I want the aid of the good physician, that the children may be preserved from the sad effects of bad school-houses and bad modes of study, of bad discipline and general conduct; of the wise statesman, that we may have sound legislation and discreet execution of laws; of the exemplary clergyman, that the children of his charge may early be grounded in the precepts of Christianity and the practice of Christian virtues; of the skilful teacher, that the young may be rightly taught the elements of science, and directed how to acquire and use valuable knowledge; of the intelligent artisan, that the hand of skill may be made useful to every department of human industry; of the successful farmer, that our sons may know how to make the most of our hard soil.

I wish to meet all the Teachers and Committees of the town together, on the evening of my visit, either before or after the general exercises, upon important business.

While required by law to spend but one day in each town, I am willing to come again, at some future day, to be mutually arranged, if earnestly desired so to do, for the sake of the schools. I should, also, be pleased to hear from the towns which may want a session of the Teachers' Institute next Spring.

JONATHAN TENNEY,

School Commissioner for Hillsborough County.

MANCHESTER.

In another circular, the Commissioner gives notice of two Teachers' Institutes, to be held this Spring in Hillsborough County,—one in Manchester, and one in Hollis. We copy the concluding paragraphs of the circular.

Certificates given to all teachers who give full and punctual attendance. Teachers will not be wanted much longer, who are unwilling to avail themselves of the best means afforded by the State for their personal and professional improvement.

It is hoped that School Committees will enjoin it upon all who may seek for employment as teachers in their towns, to attend faithfully one or both of these Institutes.

All exercises are open to the public. School Committees are specially invited to seek for good teachers at these sessions.

SCHOOL AND HOME.

CORRECTION OF FALSEHOOD IN CHILDREN.

[MESSRS. EDITORS:—In reading the last number of the *Christian Inquirer*, I was so much pleased with this article which I enclose, that I cut it out for the "*Teacher*." The writer's views correspond so exactly with my own, that I should like very much to see it republished for the benefit of your readers.—w.]

NOTHING is more common than the assumption that falsehood is well-nigh universal among children. One constantly hears parents speak of the untruthfulness of their children, as if it were a something of course. One of Harpers' *Story Books*, entitled "*John True*," by Jacob Abbott, reëchoes the current opinion: "*John had often said what was not true. In this he was like all other boys, good or bad. There are a great many mothers who think their children are innocent, and they will often say, I never knew my William or my Mary to tell a lie in my life. But such mothers deceive themselves.*"

We doubt the truth of such representations. Still, that the vice is very common, all will admit. And we would, therefore, offer a few suggestions upon the best means of preventing and curing this ill habit in the young.

Perhaps the most common mistake into which parents who take any interest in the moral training of their children fall, is undue reliance upon harsh and severe measures. A child is rarely made a truth-teller by punishment. Many parents who complain of their children's untruthfulness have their own violence of rebuke and punishment, their own want of patience, to thank for this. The child who has but yielded to what is only a natural instinct in one whose moral sense is in its infancy, is addressed as if he had committed the most atrocious crime which can be imagined, and then is severely punished. Now, very often he tells a falsehood from a timidity which belongs to his temperament. He needs encouragement, courage, and he cannot be frightened into these. Often he says what is false from mere flurry. In his nervous terror, inspired by an angry countenance and previous "warnings," he hardly knows what he says.

The feeling, on his part, that it makes no difference whether he tells the truth or not, since no one will believe him, should also be carefully guarded against. It is better for a parent or teacher to err on the side of charity,—even though when it says, "*Believe all things*," it puts some strain upon reasonable caution,—than to take from a child all encouragement to speak the truth. It is said that some of Dr. Arnold's worst boys grew gradually ashamed of telling lies. "*Arnold always believes a fellow, and it's too bad*," they said. Expect a boy to tell the truth. Show a generous confidence in him, and if he has any seeds of generosity and manliness, he will not be liable to balk your expectation. At any rate, you may be quite sure that this course will tend towards this end much more effectually than the opposite one of habitual distrust.

We shall not be successful teachers of truth, through any instrumentality, if we demand of the young what we do not ourselves

manifest. The way in which some people eulogize truth to their children, and express horror of falsehood, is admirably calculated to impress younger minds with the conviction that, if there is one point more than another about which the speaker is extravagant, nay, fanatical, it is upon this,—that he, indeed, is made of that stuff which martyrs are made of, who have been ready to die for the sacred truth. All this is well and good, if so be that what the young hearer listens to is in harmony with what he hears and sees on other occasions. If it is not, the law that we can give nothing which we have not got, will be sure to vitiate our teaching. The child is always learning lessons. He learns them from us when we are not consciously teaching him. When "I am delighted to see you," is said to those whom he has heard styled "intolerable bores," and "the most disagreeable people I know;" when false excuses are made for not meeting unpleasant engagements, for not going to church or to a party, he is learning a lesson. Sometimes he is personally aggrieved. Elderly persons, not knowing how Shylock-like is a child in his literal interpretation of all promises, often violate promises they have made to him. Hardly less injurious is constant non-fulfilment of threats. All these observations, though he goes through no process of reasoning, nor draws conclusions avowedly unfavorable to those whom he loves, make a part of his education as a truth-lover.

If correct rules and cautions are observed in a family, the child is in a good moral atmosphere as regards truth-telling. And this brings us to what is indeed the chief, if it is not the only safeguard against youthful habits of falsehood. It is with the vice of falsehood as it is with all other mean vices. The tone of the circle in which the young live has more to do with their avoidance of it, than have all other influences put together. Those which are most potent are those subtle ones which are indirect. Place a child of careless habits about truth in a family where frankness and sincerity are, as it were, in the very air; where their opposites are never for a moment recognized as possibilities; where it seems to be taken for granted, too much so for it ever to be talked about, that everybody, old and young, speaks the truth as a matter of course, how quickly, how almost unconsciously, will the child catch the fashion of the place, and adapt himself to it. We suspect that there are not a few parents who would be quite as much surprised were their children to be detected in telling a lie, as they would be were they convicted of stealing, and yet they never have had occasion either to punish very severely, or exhort very solemnly, in view of tendencies towards falsehood.

People speak of the difficulty of making young people truthful. "Is it not natural to tell a lie?" But this is not more true of this temptation than it is of others. The disposition to appropriate what does not belong to him, is as natural an instinct in the untaught child as is falsehood. Yet soon, if it has ever shown itself, it ceases to tempt a child reared amid even tolerably good influences. Why? Because he is constantly reminded of the police officer and the jail, or severely punished? Is it because he is often threatened or lec-

tured about the sin of stealing? No. There would be need of all this, if those around him did not have really a hearty disgust of such practices; if loose ways of thinking and acting prevailed where he is; if honesty was not the fashion, the custom of the place. In that case, those who wished to make him an honest man could hardly do or say enough to that express end. The great majority of parents do not think it needful to pursue this latter course, because they do not expect, of course, that their children will be ever tempted to thievery. Our children will learn, we hardly know how, that decent people never do such things. The circle in which they move never recognizes such a possibility as an exhortation against it would point at. No one is ever suspected of even the slightest tendency in such a direction. The whole thing is utterly ignored.

Allowance must be made for certain idiosyncrasies, which constitute exceptions here and there. But, these apart, if a child's home is what it should be, if its inmates are patient and gentle, if the whole tone of their behavior and speech shows plainly that they have an absolute abhorrence of everything which is mean and cowardly, it seems to us just as easy to educate a child to shun falsehood, as it is to teach him to avoid dishonesty, or any other ignoble practice which a decent self-respect, a proper pride of character, would prompt him to shun.

ONE COMES NO MORE.

"THERE is no flock, however watched and tended,
But one dead lamb is there!
There is no fireside, howsoe'er defended,
But has one vacant chair!"

THREE summers ago, as we passed to and from our dwelling, we used to notice two golden-haired children, at play in the yard or upon the walk. They were pictures of health and beauty, ever-gushing fountains of childish buoyancy and mirth, and as bright as the sunshine which played around them. Each had cordial greeting for us as we passed, and each morn and eve we looked for their bounding forms as we turned the corner. Not long since, in company with a friend, we turned the same corner, and a lovely girl came to meet him and turned up her rosy cheek for the accustomed kiss. "The other little feet do not come to meet me any more!" said he with a quivering lip. There was a shadow deeply lying in his heart. The tripping steps of the sister awoke the echoes of the little brother's steps, down where they linger 'mid the desolation of broken hopes. The other little steps meet him no more! There is a vacant chair by the hearth, and the winter flakes fall coldly upon the little mound among the sleepers. Life has no sunshine which dispels these shadows which linger through life like a pall over buried treasures.

The little feet are tripping to the music of angels! — *Cayuga Chief.*

THE FIRESIDE. — The fireside is a seminary of infinite importance. It is important because it is universal, and because the education it bestows, being woven in with the woof of childhood, gives form and color to the whole texture of life. There are few who can receive the honors of a college, but all are graduates of the hearth. The learning of the university may fade from the recollection, its classic lore may moulder in the halls of the memory, but the simple lessons of home, enamelled upon the heart of childhood, defy the rust of years, and outlive the maturer but less vivid pictures of after days.

So deep, so lasting, indeed, are the impressions of early life, that you often see a man in the imbecility of age holding fresh in his recollection the events of his childhood, while all the wide space between that and the present hour is a blasted and forgotten waste. You have, perhaps, seen an old and half-obliterated portrait, and in the attempt to have it cleaned and restored, you have seen it fade away, while a brighter and still more perfect picture, painted beneath, is revealed to view. This portrait, first drawn upon the canvas, is no inapt illustration of youth, and though it may be concealed by some after design, still the original traits will shine through the outward picture, giving it tone while fresh, and surviving it in decay. Such is the fireside — the great institution furnished for our education. — *Goodrich.*

CRUEL INDULGENCE. — The child's *will* governs too much. If they do not choose to go to bed, they sit up; if they *choose* certain articles of food they must have them, — parents forgetting that instinct is no safe guide in a child, if it is in an animal. So we see them, with their delicate organizations, keeping late hours, when they should go to bed with the birds; sleeping often in warm and lighted rooms, when the sleeping-room should be cool and dark; and eating hot bread and cakes, sweetmeats, cake, meat and vegetables, pastry and puddings, and drinking tea and coffee, to the infinite detriment of stomach and nerves. The injury thus early done can never be repaired; as a machine imperfectly constructed in the beginning can never be made to run faultlessly. — *Independent.*

VISIT YOUR SCHOOLS. — You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, Geography is tedious, Arithmetic is a bore, Reading is horrid, Writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit your school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, in what they excel. See who sits next them in the school-room. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits, you cannot but

be interested in them, and then you cannot possibly avoid talking of them. Making these matters subjects of home conversation will certainly stimulate them to better efforts, — make better scholars of them. By all means, then, visit your schools. Go alone, if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off. — *Pittsburg Visitor*.

ALL ALONE, MY BABY BOY.

[MESSRS. SHELDON, LAMPORT, & BLAKEMAN, of this city, have just published a beautiful volume of Poems by the Rev. S. DRYDEN PHELPS, D. D., of New Haven, Ct., under the title of "Sunlight and Heartlight." The poems are the language of a heart that has the truest appreciation of the natural world, and of that miniature world of love and hope that is found in every genuine home. The following poem is taken from the book, and it will awaken answering chords in the heart of every father blessed with a "baby boy." — *N. Y. Examiner*.]

ALL alone, my baby boy,
Little, living fount of joy,
Standing on thy tiny feet,
Trembling, tottering, smiling sweet,
Canst thou walk, unled, unaided,
On the parlor floor paraded?

Looking comical and queer,
Arms extended as in fear,
Infant pilgrim, now begin,
Try thy skill and thou shalt win :
There ! one little step is taken,
By it all thy form is shaken.

One more, swinging to and fro,
Lost your balance, — down you go ;
Up again by stool or chair,
Take another venture fair ;
Walking is a mighty matter, —
Make your little feet to clatter.

Come, my darling, come to me,
Laughing, crowing in your glee ;
See, your father's beckoning arms
Wait to shield from hurts or harms ;
Ha ! you've started, tripping, running,
Hands outstretched, and steps so cunning.

O my precious baby boy,
Father's pride and mother's joy,
Many charms in thee are found,
Many hopes in thee are bound,
Kindest hands to thee are proffered,
Earnest prayers for thee are offered.

All alone, my blessed child,
 Now so winning, sweet, and mild,
 Though with crowds along the way
 Of life's opening, closing day
 Thou must walk, thyself immortal,
 Toward the Future's solemn portal.

Take no evil path, my boy,
 Make not bitter all our joy ;
 Oh, may every step of thine
 Guided be by love divine !
 Walk, alone, the path of duty, —
 Path of safety and of beauty.

Then thy faithful feet at last,
 When this earthly scene is past,
 Shall, within the heavenly gate,
 Walk, with highest joy elate,
 On the banks of Life's pure river,
 Bright with glories fading never.

IMPORTANCE OF PUNCTUATION.—Do not be afraid of the period (.) in writing ; it imparts terseness to the style ; it affords relief to the reader. Some writers seem to delight in long drawn sentences. They supply the place of the period with a semicolon ; and, in many instances, with a simple comma. They appear to have an abhorrence of capital letters. Now this is what we call inexcusable looseness in composition. Rules of punctuation are to be regarded less than a little common sense observation. Whenever your sentence is complete, put in your period ; and commence what you have next to say with a capital letter. Printers have orders, generally, to follow copy ; but in doing so, an excellent article is often marred by the inattention of the writer, in not indicating his separate sentences. Sometimes we venture an editorial change. But no man can punctuate another man's writing, as the writer himself can do, if he will only give it a little attention. The editor may even mistake the precise sense, and by the introducing of a point, vary the significance of the passage. We are not very fond of the task. We prefer that those who write for our paper should mainly prepare their articles as they wish them to appear.

That punctuation has much to do with the precise meaning, may be illustrated by the following anecdote :—"An English statesman having charged an officer of the government with dishonesty, was required by Parliament, under a heavy penalty, publicly to retract the accusation in the House of Commons. At the appointed time he appeared with a written recantation, which he read aloud, as follows : "I said he was dishonest, it is true ; and I am sorry for it." This was satisfactory ; but what was the surprise of Parliament, the following day, to see the recantation printed in the paper thus : "I said he was dishonest ; it is true, and I am sorry for it!" By a simple transposition of the comma and semicolon, the ingenious slanderer

represented himself to the country, not only as having made no recantation, but even as having reiterated the charge in the very face of Parliament."—*Methodist Protestant*.

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VALUE OF A COMMA.—In the priory of Ramessa there dwelt a prior who was very liberal, and who caused these verses to be written over his door :

"Be open evermore, O thou my door,
 To none be shut, to honest or to poor."

But after his death, there succeeded him another, whose name was Raynard, as greedy and covetous as the other was bountiful and liberal, who kept the same verses there still, changing nothing therein but one point, which made them run after this manner :

"Be open evermore, O thou my door,
 To none, be shut to honest or to poor."

Afterward, being driven from thence for his extreme niggardliness, it grew into a proverb, that for *one point* Raynard lost his priory.—*Sel.*

—
LESSON FOR TEACHERS.—**INCIDENT AT AN INSANE ASYLUM.**
 —As we were leaving one of the halls, where several of the inmates were moving back and forth, a woman from some cause was seized with a paroxysm of wrath, and followed after us with clenched fists, violent gestures, and loud vociferations. As the door closed after us, she grasped the gratings of the window, and scowled and frowned at us, and seemed in a perfect rage as she shook the bars between us. We had, before entering, plucked a harebell—one of the sweetest flowers that bloom—and we stepped to the window and presented it to her. Never did we see a change more instantaneous. Had we touched her with a magic wand the effect could not have been more wonderful. She was transformed in an instant. A smile was spread over her face—her whole attitude became one of gentleness—and her entire demeanor was a testimony to the power of kindness. The expression she wore as we left the place, proved to us that a flower is more potent than a whip or a club—good treatment better than straight jackets and scourgings, and confirmed an opinion we long have held, that we had rather risk our safety, and the welfare of the worst of the insane with a smile, a gentle word, a token of love, for our weapons, than to be armed with revolvers. The latter may kill; the former transforms—converts.—*Gospel Banner*.

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DO GOOD.—Thousands of men breathe, move, and live—pass off the stage of life and are heard of no more. Why? They did not a particle of good in the world; and none were blessed by them, none could point to them as the instruments of their redemption; not a word they spoke could be recalled, and so they perished; their light went out in darkness, and they were not remembered more than the insects of yesterday. Will you thus live and die, O man immortal? Live for something. Do good, and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love, and mercy, on the hearts of thousands you come in

contact with year by year, and you will never be forgotten. No, your name, your deeds, will be as legible on the hearts you leave behind, as the stars on the brow of evening. Good deeds will shine as the stars of heaven.—*Dr. Chalmers.*

A LITTLE girl, the idol of a friend of ours, was sitting by the window, one evening, during a violent thunder-storm, apparently striving to grapple some proposition too strong for her childish mind. Presently, however, a smile of triumph lit up her features as she exclaimed :

“ Oh ! I know what makes the lightning : it’s God *lighting his lamps and throwing the matches down here !* ”

Lighting the lamps of heaven to “ shine by night,” and throwing the lightning “ matches ” down through the “ awful void ! ”—*Knickerbocker.*

WATCH, MOTHER.

MOTHER ! watch the little feet
Climbing o’er the garden wall,
Roaming through the busy street,
Ranging cellar, shed, and hall.
Never count the moments lost,
Never mind the time it costs ;
Little feet will go astray,
Guide them, mother, while you may.

Mother ! watch the little hand
Picking berries by the way,
Making houses in the sand,
Tossing up the fragrant hay.
Never dare the question ask,
“ Why to me this dreary task ? ”
These same little hands may prove
Messengers of light and love.

Mother ! watch the little tongue
Prating eloquent and wild,
What is said and what is sung
By the happy, joyous child,
Catch the word while yet unspoken,
Stop the vow before ’t is broken ;
This same tongue may yet proclaim
Blessings in a Saviour’s name.

Mother ! watch the little heart
Beating soft and warm for you,
Wholesome lessons now impart,
Keep, O keep that young heart true
Extricating every weed,
Sowing good and precious seed !
Harvest rich you then may see,
Ripening for eternity.—*Sel.*

REVIEWERS' TABLE.

PENNSYLVANIA SCHOOL ARCHITECTURE. A Manual of Directions and Plans for grading, locating, constructing, heating, ventilating, and furnishing Common School Houses. Thomas H. Burrowes, Editor. Published by Authority. Harrisburg: Printed by A. Boyd Hamilton. 1856. Large 8 vo., pp. 276.

PENNSYLVANIA and Mr. Burrowes have secured to themselves much honor by the publication of this costly and very valuable work. It will at once obtain rank as authority upon the subject. The discussion of the appropriate topics is full and systematic; and the views of Mr. Burrowes, as we might have anticipated from the character of his previous labors, are among the most judicious that we have any where met. We have already had occasion to refer to them more than once in a previous number. The work, it will be perceived, has a double authorship; and while the "Directions" are by Mr. Burrowes, the "Plans" are, for the most part, the work of others. Hence there is sometimes a lack of agreement; and the plans and drawings violate the principles. "These drawings and plans having been selected by the proper State authority," says Mr. Burrowes, "the Editor did not feel at liberty to have them altered to suit his own views; but contented himself with suggesting the few improvements they seemed to admit of, and adding such other remarks as were deemed proper." The practical value of the work, great as it now is, would unquestionably have been very much enhanced, if these alterations had been made, and all the parts of it brought into harmony. There is great danger that the engravings will so catch the eye of building committees, and that they will find it so convenient to have the specifications all made out for them, that they will omit to search for Mr. Burrowes' corrections. Among the defects, as we should regard them, which we have most frequently observed in the plans and specifications, are the following:— seating the pupils opposite to windows, against Mr. Burrowes' frequent precept; insufficient provision of blackboard, contrary to his advice, and his emphatic remark, "As to the quantity requisite, it may be said that it can readily be too little, but cannot well be too great;" the narrowness of the teacher's platform, only four feet being commonly allowed, while Mr. Burrowes recommends five or six; the position of the teacher's desk at the opposite end of the room from the entrances; narrowness of side aisles, and, in some cases (disapproved, of course, by Mr. Burrowes), *double* desks placed immediately against the side walls; cellars without any entrance except by a staircase from the outside of the building, which would not suit our New England climate at least; and defective arrangements in respect to the entrances of the two sexes.

But notwithstanding this inconsistency, the work will do great good. We rejoice in its appearance, and, placing it upon our shelves by the side of the also very valuable compilation of Mr. Barnard, shall have frequent occasion to consult it and appeal to it. The State of Pennsylvania, with wise liberality, presents a copy to every school district.

WORKS THANKFULLY RECEIVED.

Fourth Annual Report of the Superintendent of Public Instruction for the State of Indiana, (Professor C. Mills.)

Reports of the School Committees for the Towns of Amesbury, Blackstone, Bolton, Concord, Dedham, Harvard, Medway, Shrewsbury, South Braintree, Sterling, Ware, and Westborough, Mass.; and Manchester, N. H.

First Annual Report and Accompanying Documents of the Board of Trustees of the New Jersey State Normal School.

Catalogue of the Officers and Students of the University of Michigan, 1855-6.

Report of a Committee of the Town of Groton, appointed in November, 1855, to consider the Expediency of establishing a High School. [We are happy to learn that the citizens of the town have voted to establish such a school.]

Biographical Sketch of Ezekiel Cheever, with Notes on the Free Schools and early School-Books of New England. By Henry Barnard.

Seventh Report of the Ministry at Large in Roxbury. By James Ritchie.

Bem's Method of History: an Appeal to Teachers and Boards of Education. By Miss E. P. Peabody.

The First and the Second Marriages: or, The Courtesies of Wedded Life. By Mrs. Madeline Leslie. Boston: Shepard, Clark, & Co. 1856. 12 mo, pp. 428.

Two Speeches of Hon. Charles Sumner, in the Senate of the United States, on the Usurpations of the Senate in the Origination of Appropriation Bills, and the Abrogation of Treaties.

Memorial of the Board of Trustees and Visitors of the Common Schools in Cincinnati, to the General Assembly of the State of Ohio.

Circulars of the Providence Conference Seminary, at East Greenwich, R. I., (Rev. G. W. Quereau, A. M., Principal); of Mr. Hyde's Family Boarding School for Boys, at Lee, Mass.; and of Mrs. R. C. Gurney's Family Boarding School, at North West Bridgewater, Mass.

OCCASIONS AND GATHERINGS.

BERKSHIRE COUNTY TEACHERS' ASSOCIATION.

THE recent semi-annual meeting of this Association was held at Great Barrington, commencing Thursday, March 20, at 2 o'clock, P. M., and closing Friday evening, March 21. From the excellent report of it which we have received from the Secretary, Mr. Charles M. Hyde of Sheffield, through the medium of the Pittsfield Culturist and Gazette, it must have been a meeting of much profit and interest. It was especially, and, as we think, judiciously characterized by the free and earnest discussion of important topics in education, rather than by a large number of formal lectures. Of the latter there were only two, delivered Thursday and Friday evenings. The first was by the President, Dr. S. Reed of Pittsfield, on "Education as a Pecuniary Investment." In the language of the report, —

"After showing in what true education consisted, he presented her as asking the aid of every friend of his fellow-man. But the Yankee asked, and had a right to ask, "*cui bono*," which all Yankeedom had agreed in translating "will it pay?" She replied, I will give in pure coin larger dividends than any bank or railroad stocks, and drafts for faithful labor in my service are never dishonored.

"The property of a community, the speaker divided into three classes, viz.: — 1st, Lands, Buildings, Money, &c.; 2d, the Educated Minds; and 3d, Moral Integrity of its citizens.

"The first presented itself to our senses, and in the mind of many was the only thing of value. If evidence of wealth is asked, we were pointed to farms, mills, and banks, — rarely to mind, which has been the agent in making them valuable. A man whose services would command twelve hundred dollars per year was equal to twenty thousand invested at six per cent. Knowledge was as truly transferable as money. The value of mind compared with muscle was noticed. The wealth in the hands of educated men showed that the money spent in their education was well invested. Educated mind was also the chief instrument in developing the resources of a country, and bringing out her mineral, agricultural, manufacturing, and commercial resources."

The second lecture was by Rev. C. V. Spear of Pittsfield, on the "Means and Motives for cultivating the Perceptive Faculties." We borrow again from the Secretary's report:—

"The commencement of the common school education should be a continuation of nature's early lessons. But is there in our common schools any systematic training of these perceptive faculties? Arithmetic is taught too generally by mere abstract rules and stereotype examples. Give it vitality by linking it with the affairs of daily life. Measure the distance from home to school, find the contents of the wood-pile, calculate the value of a dress, and you cultivate the perceptive and reflective faculties harmoniously. In reading, call attention to the tones of anger, inquiry, &c., used in conversation. Show the proper method of respiration. In geography, map out and describe the town. Above all, teach physiology, and it can be taught without such 'hard' words as clavicle, thorax, scapula, &c. Point out the difference between trees, the appearance of the sky at different seasons, bring in a flower and give its natural history, or a stone and teach them something of geology, make simple the chemistry of the kitchen; there are abundant materials."

"He attempted once to rouse a dying parishioner to notice the beauty of the setting sun, as its golden light streamed into his chamber. 'What's there? I do n't see anything great.' He had lived seventy years, and had seen no beauty in the western sky. What a loss! The President of a New England College on a visit to Richmond for his health, had not been in the place more than an hour before he called the attention of the inhabitants to a coal mine, of whose existence, almost beneath their feet, they had always been in blissful ignorance. There is no corner so obscure that in it such men as Agassiz, Guyot, or Maury will be safe from making a discovery."

Among those who took part in the discussions, we find mention made of Rev. Messrs. Andrews, Greeley, and Platt, and Mr. B. F. Phillips, of Great Barrington, of Dr. Reed and Mr. W. A. Briggs of Pittsfield, and of Mr. J. A. Reid of Stockbridge. The particular part taken by each is not usually specified. We copy the principal topics of Discussion, and some of the remarks made upon them.

At what Age should Children begin to go to School? — "The different circumstances of different individuals render it difficult to fix a general rule. Childhood needs playmates. In the cities it is better to seek them in the school than in the streets. In the country, where pure air, vigorous exercise, and pleasant companions are more easily found, the child may be kept longer out of school." "Hard study has the credit of killing a good many victims of laziness." "The rudiments of education should be given in the family; — teaching children their letters should be the work of a father's care, a mother's love."

The Age at which Compositions should first be written. — "Defining compositions as the art of arranging and expressing thoughts in writing, it was advised to commence with a pupil as soon as he could write. One teacher never excused a scholar from writing composition, excusing him from all other lessons till it was done; esteeming the power to *express* thought fully

as important as the capacity to receive it. Another spoke of the fact that scholars could use language with no correct conception of its form, and instanced this phrase from one of his pupils' compositions. "George was a good boy, and always *yooster* (used to) obey his mother."

The Propriety of requiring Lessons out of School.—"It seemed to be the settled opinion of all, that this must be left to the discretion of the teacher in individual cases."

The Duty of adapting Studies only to the peculiar Turn of individual Minds.—"Educating children to be whole men and women, not farmers, nor ministers, nor carpenters, was thought to be the duty of common school teachers. The foreign method of knowing only one part of one trade, was condemned; and 'the universal Yankee genius' preferred to the man who knew how to make the head of a pin, but could not finish the point. Another mentioned the case of a farmer in a neighboring village, who had just given a lecture on geology in his school, and whose attention had been turned to it by the necessity he found to know something of the nature of the soil on his farm. The technical terms of that science rendered a knowledge of Latin and Greek a great help. He studied Latin and Greek; and having accomplished this, to know his Bible better he has commenced Hebrew."

The best means of preventing Lying and Deception in School.—"The reliance of the teacher upon a Higher Power for all success in moral training was considered the proper basis. The case of one lad was mentioned, in whom habits of equivocation had been fostered by exaggeration on the part of the parents. No labor nor prayers were spared with him, but the habit was inveterate, and the boy was dismissed from school."

We insert in full the report of the discussion upon the great subject of "Order in School, and the means of attaining and preserving it," since the very remarkable sketch from real but not "still life," which it contains, does not admit of abridgment.

"Inculcating upon scholars the idea and habit of self-government, was lauded as the best method. A description of what the speaker termed a self-governed school in the northern part of the county a few years ago, was then given. The visitor, on approaching the building, thought from the noise that it was a carpenter's shop. Sure enough, in one corner several boys were mending their seats, which were lamentably out of repair. The scholars, having taken the reins of government into their own hands, had advanced so far as to have established a post office in another corner, and the delivery of the letters was, as usual, an absorbing occupation. The teacher was always addressed by her Christian name, and 'Sallie! Sallie!' resounded from all parts of the room. It being near the time for recess, she let them out one by one, closing the door as each left. The boys then arranged themselves into a military company, and by order of the Department of War, the school-house was bombarded with snow-balls. When the teacher went to the door to examine into the matter, to carry out all the forms of government, the scholars formed a council or senate, and deliberated whether she had accused any individual of doing the deed. 'Did she say it was I?' 'If she did, she lied,' and other expressions similar to those used in Congress, were overheard. At last the bell was rung for school to commence again, and the scholars came in as she let them out, only with longer intervals. The last who came in broke out in Ciceronian style, 'How long ago, Sallie, did you ring the bell? I do n't believe you rung it, 'cause I should have heard it.' 'You *did* ring the bell? You did n't, you mean.' Peace being established, she tried to induce some of the scholars to exhibit their vocal powers. 'I tell you I won't,' 'Do n't feel like it,' showed that Individual Sovereignty was a popular theory. By much persuasion some were induced to commence; but then the trouble was to stop them, and the visitor left them singing. The School Committee had visited that school, talked to them, told them they ought to

be good boys; and if they were not, 'the Committee would come again, and — talk to them.' Great firmness is necessary in every teacher. The scholar soon finds out the difference between a good teacher and a *goodey*. Another school was described, which a teacher found in a lax state, and by a strict course of discipline so elevated the moral standard, that the bell would be rung and every scholar in his place, though the teacher was a little belated."

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

This Association held its sixth semi-annual meeting in Lyceum Hall, in Woburn, commencing Friday, the 11th ult., at 9 A. M. The first hour was spent, as usual, in social converse, affording to the Teachers from the various parts of the county, an excellent opportunity for renewing old acquaintanceship and forming new, — thus placing them, at once, in a situation more favorable for an interesting and profitable session.

At 10 o'clock, the Association was called to order by the Vice President, Dr. A. C. Smith of Cambridge. After the opening prayer by the Rev. Mr. Ricker, the Rev. Mr. Dole, in a very neat and appropriate address, welcomed the Teachers to Woburn and the hospitalities of its citizens.

At 10½ o'clock, a lecture was delivered by C. C. Chase, Esq., of Lowell, upon "HONESTY IN THE SCHOOL-ROOM."

After extolling Honesty as the virtue which crowns the Christian gentleman, and as the highest, noblest trait of human character, the lecturer proceeded to consider his subject under the three following divisions:—
I. *The Influences which tend to make a teacher dishonest.* II. *Practices which, in a teacher, are dishonest.* III. *The Evil Effects of this dishonesty upon our Schools.*

Among the INFLUENCES tending to make a teacher dishonest, were mentioned:—1. *The intrinsic difficulty* of his task, the execution of which is attended with so many disappointments, failures, and defects, that he is strongly tempted to conceal the disagreeable truth by dishonest means. 2. *The extravagant and unwarranted expectations* of the community respecting the progress of pupils, which strongly tempt him to resort to improper courses in order to seem to meet these expectations. 3. *Examination days* present strong temptations, the teacher being expected to make a great display of proficiency, which sometimes has not been made. 4. *Constant changes in committees*, combined with the natural wish to please each new supervisor, tend to impair his integrity, by influencing a change of opinion and practice, to suit the men in power. 5. *Disgust at the dull routine* of the school-room, which tends to induce the teacher dishonestly to shrink from the performance of the less agreeable duties of his profession. 6. *Love of ease and place* tempts him to forego the stern duty of correcting some delinquents as they deserve, for fear of giving offence, or to avoid the trouble of correction. 7. *The teacher's pride of character* sometimes leads him to punish, with undue severity, offences committed before visitors, when the reputation of the school is at stake, which at other times would be passed without notice.

Under the head of DISHONEST PRACTICES, were mentioned:—1. *Dishonest apologies*, arising from the numerous defects necessarily existing in all schools. 2. *The too common practice of deceiving visitors* respecting the real condition of the school, by departing from the ordinary course of recitation. 3. *Special and partial preparation* for examination days. 4. *Excusing the poorer members* of classes from reciting, when the reputation of the school is at stake. 5. *Improper modes of reciting*, such as in unison, or by holding up the hands, thus screening from the notice of visitors those who cannot answer. 6. *Devoting an undue share of attention* to the *brightest scholars*.

Under the third general head, were mentioned:—1. The *debasement of the character and conscience* of pupils, by making them the witnesses of successful fraud on the part of their teacher. 2. The *false and unwarranted estimate* which the community, deceived by display, form of the proficiency of our schools, resulting in the too early removal of pupils, under the false notion that they have finished their education, &c., &c.

The lecturer closed with an earnest appeal to teachers to pursue with parents a course of frank and manly honesty.

2, P. M. — The Lecture of the morning was made the subject of discussion. An animated debate ensued upon the subject of School Examinations, which resulted in the appointment of Messrs. Chase of Lowell, Mansfield of Cambridge, and Frost of Waltham, as a committee to consider the subject, and to report at the next meeting upon the proper method of conducting examinations. The question, "Should one pupil be called upon to give testimony implicating another?" was then taken up and elicited considerable debate.

At 4, P. M., the Committee on Prize Essays reported. Three Essays had been handed in; two were deemed worthy of a prize; Misses Dimond and Peirce, of Cambridge, were the successful writers. The Essays were read before the Association. The question, "Ought monitors to be appointed in School?" was then discussed by Messrs. Kimball of Lowell, Ladd of Woburn, and Frost of Waltham, when further debate was postponed until the next morning.

EVENING SESSION.—The officers for the ensuing year were chosen. Rev. Mr. Pope of Somerville then rose, and announced the death of N. Tillinghast, Esq., of Bridgewater, adding to the announcement a brief outline of his life, character, and labors. The Chairman then introduced to the audience, as the lecturer of the evening, Jacob Batchelder, Esq., of Salem. His subject, "The English Language," was treated in a very interesting manner. He gave methods of teaching it that were calculated to enlist the pupil's attention, and cultivate a habit of investigation. He dwelt much upon the analysis and derivation of words.

SATURDAY, 8½ o'clock, A. M. — The popular method of conducting examinations was again debated, by Messrs. Ladd of Woburn, Marston of Brighton, Marshall of Lowell, and Russell of Lowell. A Committee for the examination of Prize Essays was appointed, consisting of Messrs. C. C. Chase of Lowell, J. Kimball of Lowell, and D. Mansfield of Cambridge. Three prizes of five dollars each were then voted.

Mr. Mansfield of Cambridge offered the following:—"Resolved, That the 'Massachusetts Teacher,' under its present arrangement, is deserving the patronage of the members of this Association, and that we pledge our efforts to extend its circulation, and to increase its efficiency and success." The resolution called out remarks from several teachers; a paper was circulated for subscribers; and eighteen were obtained, (the money being paid in advance, and forwarded by Mr. Ladd of Woburn.)

Mr. Barnes of Lexington then presented the following:—"Resolved, That in the death of N. Tillinghast, Esq., of Bridgewater, late

Principal of the Normal School, we, and the friends of education generally, have lost an able, zealous, faithful, and true teacher; and that we deeply sympathize with the immediate friends of the deceased."

Mr. Kimball of Lowell then offered the customary resolutions of thanks to the speakers, and to the citizens for their generous hospitalities, which passed unanimously, and the Association adjourned.

J. W. HUNT, *Rec. Sec'y.*

QUESTION BOX.

ANSWERS TO THE QUESTION, "A carpenter planed off the surface of a white pine board; what remained after the operation?"

1. All the difficulty, if any there be in the question, lies in the difference between the *mathematical*, or technical, and the *common* use of the word "surface." If it be taken in the first sense, the question is meaningless, as it is impossible to remove anything which has not thickness; if in the second, the answer would be as given by one of our scholars, "All but the shavings."

A READER.

2. A surface still remained, as a surface has length and breadth, without thickness.

F. L.

3. As for the question, "what did the carpenter leave, &c.," I should say he left a new surface, and it *ought* to have been a plane surface. But in this case, I suspect the context must determine what answer is expected. A teacher recently came to me with a text-book in which he found the sentence, "Since the circumference is about three times the diameter of a circle, it follows that the circle is about three quarters of the square on the diameter," and complained of it as entirely false reasoning. It assumes, said he, that polygons are to each other as their perimeters, which is a perfectly monstrous assumption, and only happens to be true in the case of a square and its inscribed circle. I took up the book to see if he reported correctly its language, and found that he had omitted to read the sentence immediately preceding, which ran thus, "the ratio of a circumscribed square to a circle is exactly four times as great as that of a diameter to a circumference." The teacher acknowledged that he had taken the first sentence entirely out of its connection, and that in its connection it was true.

H.

4. In a strictly scientific work, the terms of a question should be interpreted according to the definitions which precede, and upon which the question is based. On the page preceding that which contains the question, we find the following definition, "A surface has length and breadth without thickness, and may be either plane or curved." The question is evidently proposed as a problem, referring to this definition. The only answer, therefore, which the author permits us to give is, that the carpenter planed off "length and breadth without thickness," or in other words, that he *planed off nothing*; and consequently, that the *whole board* "remained after the operation," if operation it can be called. A friend suggests, that he may have worked very hard at his bench, but with a *very* dull planer, — a second cousin, perhaps, of Peter Pindar's razor.

X.

QUESTION 7. The following "Problem for the Boys," as it is termed, from that excellent paper, the Rural New Yorker, points out a very simple method of obtaining, for a wife, both a mathematician and a poetess, with we know not how many other accomplishments. We advise our readers to be prompt in their applications, as it will doubtless be long before an opportunity of obtaining an

accomplished wife *so cheaply*, will recur. We shall charge nothing for inserting this "leap year" advertisement, except a generous slice of the wedding cake.

My sister's years are just to mine
As forty-six to sixty-nine;
And if you multiply them o'er,
The product's six times sixty-four.

Show thou our ages unto me,
And I thy wedded wife will be;
All other proffers are in vain,
No other shall that favor gain.

EAGLE, Wyoming Co., N. Y.

J. V. D.

QUESTION 8. In our town, we have for many years furnished the scholars of the public schools with certain text-books at the expense of the town. The plan works well; the books are well used, and are lent to class after class without sensible wear or tear. We wish to extend the plan. Have any of your readers any suggestions or limitations to propose?

H.

INTELLIGENCE AND MISCELLANY.

DEATH OF MR. TILLINGHAST.—Died at Bridgewater, on the morning of Thursday, April 10th, at 3 o'clock, Nicholas Tillinghast, Esq., the first Principal of the State Normal School in that town. He was obliged, in 1853, to resign his situation on account of ill health; and from that time to the present, has been gradually yielding to the influence of that slow, but so fatal disease, consumption. The funeral took place on Saturday, April 12th, at the Unitarian Church, and was attended by a large number of the people of Bridgewater, and of his former pupils and others from abroad. The services were conducted by Rev. Mr. Gay, formerly Pastor of the Orthodox Church, and Rev. Mr. Putnam, of the Unitarian Church, in a very appropriate and impressive manner. He died deeply lamented by his friends and neighbors, and his many pupils; and although comparatively young, having only reached the age of fifty-one years and seven months, it is the conviction of those who best knew him, that he had accomplished for himself, for his pupils, and for the cause of education, the full work of a long life.

"We live in deeds, not years; in thoughts, not breath;
In feelings, not in figures on the dial.
We should count life by heart-throbs; he most lives,
Who thinks most, feels the noblest, acts the best."

A biographical sketch of the deceased has been promised for the "Teacher." We will not attempt to anticipate this; and will only add, that, by his singular devotion to *duty*, he has secured the immortality ascribed to duty in his favorite passage from Wordsworth, so familiar to the memory of his pupils:—

"What are things eternal? Powers depart,
Possessions vanish, and opinions change,
And passions hold a fluctuating seat;
But, by the storms of circumstance unshaken,
And subject neither to eclipse nor wane,
DUTY EXISTS."

TO CURE STAMMERING.—The following simple rules should be known by every person engaged in education throughout the country. They were taken by a teacher some thirty years since from an article in the *Edinburg Encyclopedia*, and in their observance many most inveterate stutterers have found an infallible remedy.

"To avoid stammering, a person should always speak with an expiring breath. To do this, he must speak deliberately, and with the mouth sufficiently open to prevent the suppression of those sounds which are made by the proper exercise of the organs of speech. By strictly following this rule, namely, to speak with an expiring breath, the most inveterate case of stammering may be effectually cured.

"Why is it that persons afflicted with stammering always avoid it in singing? Because they utter the words deliberately, with a full supply of breath and with the mouth open. Whenever a person reads or speaks, he should commence with a sufficient supply of breath, which he should renew at the intervals of all the pauses. People are not so apt to stammer in reading poetry as prose, because they are under a kind of necessity of taking breath both at the caesural pause and the pause at the end of the line."—*Fitzgerald's Exhibition Speaker*.

TAUNTON TEACHERS' ASSOCIATION.—At a meeting of the Taunton Teachers' Association, in the High School Room, on Saturday, March 1st, 1856, the following resolutions were offered by Mr. J. W. Spaulding, Principal of Myrickville Academy, chairman of the committee on resolutions, and on motion, were unanimously adopted by the Association:—

Resolved, That the ends and aims of our profession are the noblest that can engage the efforts and enlist the energies of man, and that we are recreant to our high calling if we fail to remember its great objects.

Resolved, That it is a duty we owe ourselves and our profession, not only to be amply qualified for the particular station which we are called upon to fill, but so to enrich our own minds with things "new and old," that we may be able to lead our pupils into the more advanced paths of knowledge and science.

Resolved, That one of the most serious obstacles to the improvement of our Common Schools is the want of sympathy and cordial coöperation of parents with the efforts of good teachers in the education of their children.

Resolved, That the greatest good to the rising generation cannot be secured until a deeper, more active and liberal interest is manifested by parents and teachers in the right education of the young.

Resolved, That in the government of a school, true kindness should ever be manifested in the manner of the teacher, and that the law of Love should control him in all cases of discipline; but that he should not be willing to give up the right of using the rod in any case where his judgment decides that mode of punishment to be a proper one.

DEATH OF A TEACHER.—FALSE HEARING.—We notice in the Boston papers the annunciation of the death of Andrew C. Davison, Esq., at the age of 66, formerly a teacher of one of the public schools in that city. If we mistake not, he is the same gentleman who, towards twenty years ago, was for a while an inmate of the State Lunatic Hospital in this city. We remember to have stepped into the court house one day, when he was brought in from the hospital on a writ of *habeas corpus*, to try the cause of his confinement. Dr. Woodward, at that time superintendent of the hospital, suggested to the court the expediency of permitting Mr. Davison to argue his own case. He assured Judge Shaw that Mr. Davison was competent to conduct his own case according to the rules of the court; and that the court in that way could best determine the propriety of his confinement. The insane man presented his own case, and made his own argument. His insanity was what is called *false hearing*.

It appeared that this false hearing came upon him in consequence of ill health, or misfortune. Among other property he owned a house in Boston, one of the chambers in which was let to a young lady as a school-room for

very young scholars. The mistress taught her young pupils to sing some simple airs; and he became afflicted with the whim that she taught them to sing nothing but "*Cock-eye Davison*," in allusion to a defect in his eyes. He remonstrated with her upon the impropriety of such conduct. She assured him that he was in error; that she had no occasion to treat him with the slightest disrespect; and that her sole and single purpose was to teach them the rudiments of learning and some simple pieces of music. But no sooner was his back turned, than the old familiar tone fell upon his ear; and to such an extent, that he heard nothing else, but the little boys and girls, in that school, singing, from morning to night, "*Cock-eye Davison*." And wherever he went, in or around Boston, he heard the same tone and words proceeding from the school-room. Approaching the house one day, and hearing the old, familiar sound, and unable to restrain himself farther, he rushed in, ran up stairs, burst into the school-room, and would have seriously injured the schoolmistress, had she not fled into a closet, flung up a window, and screamed for help. He was arrested, examined, and sent to the hospital in this city.

In his plea before the court, for release from confinement, he maintained that his sense of hearing was infinitely quicker and more reliable than that of any other person; that although the schoolmistress denied the charge he made against her, and other persons stated that they were in the immediate vicinity, and never heard the children sing the offensive epithet, yet he had evidence of its truth which they had not — *the evidence of his own senses*. He maintained also that after his removal from Boston to this city, he could hear the children singing in Boston with the same ease as when at the door of the house. He told the court that he could hear them singing while he was in the court house; and also that he could hear his friends in Boston talking about him in no very complimentary terms. He wished to go, he said, and remonstrate with them upon the impropriety of their conduct, and especially to put an end to such treatment of himself.

Judge Shaw told him, in the kindest manner, that he was the victim of a delusion; and that the power which he claimed to possess, and which enabled him to hear singing and talking forty to fifty miles, was inconsistent with all the established facts and principles of philosophy. "I grant," said he, "that it is inconsistent with all your ideas and experience, and with those of other men. But I am gifted with a power which no other man has; a power to hear forty or fifty miles with the same ease as other men can hear talking or singing in their immediate presence. And since I have this wonderful power, you do me wrong in treating me as though I had it not."

His argument was able and ingenious; and he subsequently wrote it out, and gave us a copy of it. Although he failed to convince the court of the existence of his wonderful gift of hearing, he satisfied the judges and other persons who had inclined to believe him sane, that on one point he was as decided a lunatic as any one in the hospital. He was afterwards discharged from the hospital as cured, and returned to his friends. We relate the case as a remarkable one in itself, and as showing how easily many persons in the community are misled in their judgment upon insanity, by their sympathy for the sufferer. There were many who believed, from his own representations, that he was the victim of oppression; and yet it was apparent that, while laboring under the delusion produced by false hearing, he might have done to his friends an irreparable injury, if he had been left without restraint. — *Worcester Palladium*.

IMPORTANCE OF GRAMMATICAL DISTINCTIONS — *Between Nouns and Verbs*. — A gentleman asked a friend in a knowing manner, "Pray, sir, did you ever see a cat *fish*?" "No, sir," was the response, "but I have seen a rope *walk*." Wonder if he ever saw a horse *fly*.

"He takes *young children* in his arms,
And in his bosom *bears*."

Between Adjectives and Verbs. — A writer on School Discipline, says, "Without a liberal use of the rod, it is impossible to make boys *smart*."

"He who *writes* what is *wrong*, *wrongs* what is *right*."

Between Nouns and Prepositions.—A boy in the same class with Walter Scott, then a boy, afterwards the poet, was asked by the schoolmaster what part of speech *with* was.

"A noun, sir," said the boy.

"You young blockhead," cried the teacher, "what example can you give?"

"I can tell you, sir," interrupted Scott. "You know there's a verse in the Bible which says they bound Sampson with *withs*."

LEGAL LIABILITIES OF SCHOOL BOYS.—Judge Cutting, of the Supreme Court of Maine, has decided that a boy attending school may be required by the teacher to build the fire at the school-house his proportion of the time. The decision was the result of the trial of a teacher for flogging a boy for refusing to make the fire. The Court sustained the teacher.

A teacher at West Brookfield, in attempting to punish a scholar, was beaten by the pupil. The teacher then complained of the boy for assault and battery, and had him fined five dollars and costs.

"*Young America.*"—A lad 9 years old, has been sent to jail in Lowell for ten days, for drawing a knife upon his teacher in the primary school, who found it necessary to administer a little wholesome correction to him.

GEOGRAPHICAL.—The climate of the Khasia mountains, which lie northeast from Calcutta, and are separated by the valley of the Burrampooter river from the Himalaya range, is remarkable for the inordinate fall of rain—the greatest, it is said, which has ever been recorded. Mr. Yule, an English gentleman, established the fact, that in the single month of August, 1841, there fell two hundred and sixty-four inches of rain, or twenty-two feet, of which *twelve and a half feet* fell in the space of *five consecutive days*. This astonishing fact is confirmed by two other English travellers, who measured thirty inches of rain in twenty-four hours, and during seven months above five hundred inches. This terrific rain-fall is attributed to the abruptness of the mountains which face the bay of Bengal, and the intervening flat swamps two hundred miles in extent. The district of the excessive rain is extremely limited, and but a few degrees farther west rain is said to be almost unknown, and the winter falls of snow seldom to exceed two inches.—*Journal*.

The New Jersey Geological Report states that the ocean is steadily and rather rapidly gaining on the shore. At Cape Island, the waves have gained on the beach fully a mile since the Revolution, and the rise of the tides on the eastern uplands is higher than formerly, in the opinion of the oldest observers.

It is stated that Dr. Rebman, a missionary, has verified the existence in Africa of an immense sea, without outlet, twice as large as the Black Sea, between the equator and ten degrees south latitude, and between the twenty-third and thirtieth meridian. It is designated Ukerewe, or Inner Sea.

RECIPE BORROWED FROM OUR SCHOOL-HOUSES.—To remedy the Sunday sleepiness which bothers so many good people who want to keep awake, the Christian Intelligencer says, "the patient must lift his foot seven inches above the floor, and hold it there in suspense, *without support to the limb*. Repeat the remedy as often as the attack comes on."

ROYAL CHILDREN.—It may be interesting to American families, perhaps, to know how the royal children of England pass their time. They breakfast at eight, and dine at one o'clock; and their various occupations are allotted out with almost military exactness. An hour is devoted to ancient, and another to modern authors; they are trained in military exercises, then succeed music and dancing. Next they proceed to the riding school, and when the girls go on with their appropriate exercises, the young princes go to work in a carpenter's shop, fitted up expressly for them, with a turning lathe and other tools necessary to a perfect knowledge of the craft. This done, they take their guns for a shooting stroll through the gardens. The evening meal, preparation for the morning's lessons, and brief religious instruction, close the day.

KEENE (N. H.) HIGH SCHOOL. — We learn that Rev. C. E. Bruce, who has for some time past had the charge of this school, has resigned on account of the low salary paid. Mr. Bruce is an experienced and efficient teacher, and the school sustains a great loss in his resignation.—*Com.*

CHANGES. — Mr. A. P. Stone, who has taught so successfully in Millbury for the last eight years, first in the Academy, and then in the High School, into which the former was converted about five years ago, has accepted the charge of the High School in Plymouth. The spirit of the Pilgrim Fathers, — the true spirit of the teacher, — ever be his! Mr. Stone is succeeded at Millbury by Mr. H. P. Roberts, recently of Connecticut.



MAY, 1856.

EDITORIAL POSTSCRIPT.

The Resident Editor, so called, has been chiefly *non-resident* during the last month, having been engaged in attending Teachers' Institutes. It would be an act of charity, if our correspondents and other friends should ascribe to this cause any neglect of their favors, and other defects, which they may observe in the present number. By the common law of periodicals, the absence of the general editor is that apostle's cloak, which "covereth a multitude of sins."

The registers of the three Institutes from which we have received reports present the following numbers: — at Dennis, 84; at Kingston, 113; at Marlborough, 169. These Institutes have been rendered still more agreeable and interesting, by the cordial welcome which they have received from the citizens of the towns where they have been held, and the large number of non-professional, and of course non-registered, attendants.

We regret that the announcement of the twenty-sixth semiannual meeting of the Essex County Teachers' Association, which was held at Lawrence on the 11th and 12th of April, reached us too late for insertion.

A VISITOR FROM WISCONSIN. — We welcome most cordially, as a new coadjutor in the great work, the "Wisconsin Journal of Education," which is to be published monthly as the organ of the Teachers' Association of that State, under the editorial charge of Messrs. Pickard, Craig, Spicer, Butler, Kilgore, Dustin, Vanness, and McMynn. We have received the first number, rich both in promise and in performance.

GOOD NEWS FROM MISSOURI. — We rejoice to learn that a Convention of Teachers of the State of Missouri, and others interested in the cause of Education, will be held in St. Louis on the 21st, 22d, and 23d, of the present month. Addresses are expected from William G. Elliot, D. D., Truman M. Post, D. D., Hon. Horace Mann, and Hon. Edward Bates. The great subjects for discussion and action will be, the Organization of a State Teachers' Association, the Establishment of a State Normal School, County Institutes, and the Establishment of an Educational Journal. We wish our brethren of Missouri the fullest success in their noble effort.

PRIZE ESSAYS.

The Middlesex County Teachers' Association offers to its lady members, three prizes of Five Dollars each, for Essays that must be written, and sent to C. C. Chase, Esq., of Lowell, prior to the 1st of October, 1856. The writers may select their subjects.

Per order of M. C. T. A.